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Version: Version of Record

Link(s) to article on publisher's website:

<http://dx.doi.org/doi:10.21954/ou.ro.0000f801>

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INTERPERSONAL EDUCATION THROUGH TUTORIAL WORK

BACHELOR OF PHILOSOPHY

CURRICULUM

SUBMITTED 31st DECEMBER 1983

Date of Submission: December 1983

Date of Award: 12.7.84

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THESIS ABSTRACT

This thesis describes the development of two curriculum innovations in the sphere of personal and social education - Developmental Group Work and Active Tutorial Work. Developmental Group Work was devised by Dr. Leslie Button for work with adolescents, mainly in small groups. Active Tutorial Work is a programme devised by a curriculum development team in Lancashire for work with students in secondary schools, and was strongly influenced by the work of Button.

The thesis places these two innovations in a general context of personal and social education before going on to examine them in closer detail. A consideration of the processes, methods and materials reveals that there are both distinct similarities and distinct differences between the two projects. In particular the thesis looks at the way in which Active Tutorial Work evolved in Lancashire from courses in Education for Personal Relationships and from outside influences including Button's work. The complexion of each of the projects is also looked at from a wider educational perspective.

Both innovations developed dissemination strategies working primarily through publication and the establishment of a training framework. The thesis examines their dissemination strategies in the context of dissemination theory and the experience of other curriculum projects.

Training plays a major part in the dissemination of both projects and a number of general issues arise in connection with training and the implementation of a new curriculum innovation.

The courses which have been run in Buckinghamshire, in both Developmental Group Work and Active Tutorial Work, are described in some detail, in terms of objectives and in terms of the impact made on the people who attended them. To some extent the nature of the innovations is further reflected in the nature of the training programmes and the thesis explores some of these features and characteristics.

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INTRODUCTION

This thesis broadly covers the development of two curriculum innovations, Developmental Group Work and Active Tutorial Work. Both innovations come within the sphere of personal and social education, and are closely associated.

Developmental Group Work is a project for work with adolescents devised by Dr. Leslie Button, formerly of Swansea University, now based at Exeter University. Through a period of action research in the field, in youth centres, schools and in less institutional contexts, Dr. Button developed a model for working with adolescents in small groups, which aimed to aid the personal and social development of the individuals within the group. Developmental Group Work (DGW) involves the group worker, who could be a youth worker, teacher, social worker, etc., in working on a frequent and regular basis with a small group of adolescents, or with a number of small groups within a normal class-size teaching group, aiding the development of group members through a range of activities and experiences designed to stimulate social interaction, personal reflection and personal learning, achieved through the setting of objectives, planning of action and the evaluation of outcomes. The group members would be encouraged to take responsibility for their own learning; the role of the group worker would be to vigorously facilitate the group's autonomy.

Active Tutorial Work was developed in Lancashire by the Lancashire Curriculum Development Team who were working in the area of education for personal relationships, in secondary schools in the authority. In developing the Active Tutorial Work

programme, the team borrowed heavily from the techniques developed by Dr. Button and adapted them to the context of working with young people in secondary schools. The programme is published in the form of materials and sessions to be conducted by teachers in form periods, or other appropriate times, and is a step-by-step, year-by-year programme of activities and experiences through which the personal and social development of school students can take place. Active Tutorial Work (ATW) involves the teacher, normally the form-teacher or group-tutor, in work with the tutor group, as a large class-size group and in small groups within the large group, working through activities and experiences which would promote personal learning within the contexts of school, home, community, friendships, work etc. The role of the tutor would be to manage and stimulate the learning experiences in the tutor-group.

ATW, therefore, has part of its genesis and development in DGW, but for the purposes of this thesis I will regard them as separate innovations. The strategies employed in the dissemination are different, though in many respects still inter-related, and I shall return in later chapters to the nature of their inter-relationship.

The thesis will attempt to trace the development from early stages in research and inception, through development phases, publication, training and dissemination and local education authority in-service strategies. In particular I wish to focus on the strategies employed by the innovators to introduce their innovation into working practice.

Chapter I looks at the nature of personal and social education in some of its manifestations and interpretations. DGW and ATW are two particular manifestations and within each of these innovations there is yet further wider interpretation.

Chapters II and III look more closely at the detailed nature of the two innovations, tracing developments and examining the form that they currently take. Both innovations employ processes, methods, techniques and materials; the methodology of DGW is presented in a series of publications intended for use by the group-tutor. Both innovations developed a training strategy as a major part of the dissemination process.

Chapter IV concentrates on the development of Active Tutorial Work from courses for Education for Personal Relationships, noting the impact of Leslie Button in particular.

Chapter V considers differences between the innovations from a wider perspective.

Chapter VI examines the process of curriculum innovation dissemination looking at the work of educationists who have generated theoretical models which illuminate the dissemination process and Chapter VII applies the models to DGW and ATW and compares them with other curriculum projects.

Both innovations have leaned on a training strategy and Chapter VIII deals with some general issues which arise in connection with training. Chapter IX describes the Buckinghamshire C.C. Youth Service course "Training in Group Work", which is a training course for Developmental Group Work, and its impact on teachers and youth workers. Chapter X describes the Active Tutorial Work course and training structure established in Bucks, and its impact on the teachers involved.

CHAPTER I

Personal and Social Education and the Development of Pastoral Structures

In this Chapter I want to look at the background to the development in schools and youth work of personal and social education. Then, in reviewing a range of current definitions, I will be establishing which definitions are embodied in the two innovations which are the subject of this thesis. The emergence of pastoral structures, in schools, has created space and a context into which personal and social education can be introduced and I want to draw some links between that context and the two innovations.

What constitutes Personal and Social Education?

Without a doubt, all the experiences that an adolescent receives could be interpreted as being part of their personal and social education. Growing-up in the home and attending school would be properly regarded as major shaping elements in the personal and social growth of the individual. To that extent then, all that a school is and does, for example, could be construed as contributing to personal and social education. Although the school environment itself is also a part of the social education programme, and much of it implicit rather than explicit, the definition is not specific enough for the purpose of this thesis.

Similarly, those elements of the school curriculum which are considered to embrace a content relevant to personal and social education such as social studies, civics, social science and community studies, tend to emphasise a content outside the individual, based on issues and information rather than

relationships which affect the individual.

1. The D.E.S. in "Curriculum 11-16" supplement, talking about the social/political area in the curriculum says:-

"The social and political area is concerned with relationships within society; between individuals, between individuals and social groups, and between social groups"

and

"understanding one's own personal relationships requires self knowledge as well as knowledge and sensitivity towards others"

This at least introduces the concept of each individual coming to an understanding and knowledge about the self in addition to an understanding and knowledge of things outside the self.

2. There are some interesting reflections on what constitutes social education in "Beyond Coping" which explores "some approaches to social education". It is a project report of the Further Education Curriculum Review and Development Unit.

3. Reference is made at an early point in the report to the confusion that arises over the use of terms "social and life skills" and "social education". Bernard Davies, quoted in the report, feels that "on the whole 'social and life skills' suggests an emphasis on social control, whereas 'social education' implies a focus on autonomy, and, potentially, on social change" (P3). In terms of content both could include skills, objectives, processes, etc.; in terms of approach there could be more fundamental differences.

"Social education" is focused on the individual, thus involving "personal education" and in Bernard Davies' terms

would be considered developmental, with a major responsibility for the direction of the learning being determined by students. Skills-based learning has more association with "training" and, to Bernard Davies, implies a greater degree of control.

Definitions are hard to come by. The Assessment of Performance Unit (APU) struggled to establish the basis of a definition, albeit in such a way as to enable them to measure it.

4. In their publication "Personal and Social Development", they reflected that after four years consideration they drew a blank. An Exploratory Group was set up in October 1976 to consider the possibilities and make recommendations about the "desirability and feasibility of monitoring this aspect of children's development." (Foreword) Nearly four years later, the Group's conclusion was that there was "no satisfactory way round the difficulties inherent in proposals for assessment in this area." (Foreword) In 1980, therefore, the APU decided not to develop a national programme to monitor children's personal and social development. This is an interesting conclusion considering that the Active Tutorial Work materials and introduction indicate that progress can be measurable through observable behaviour though not perhaps in the quantifiable or numerical sense that the APU had in mind.

5. The APU group, in reviewing all the relevant literature, particularly government-sponsored reports, is in no doubt about the need and efficacy of such an area of the curriculum, although it concedes, in quoting the Secondary Survey Report that "the overwhelming majority of schools recognize their obligations in the area of personal and social development and give much thought to this, particularly through the

system of pastoral structures and organisation" (P2)

The APU report, though without producing the evidence, offers the pessimistic view that

"in many schools where courses of this kind are developed, they tend to be for the less academic pupils". (P2)

- The report goes on to quote the chapter on "The Curriculum in Secondary Schools" from "A View of the Curriculum" and it emphasises the strong plea for a considered programme of personal and social education, both as "a separate constituent of the timetable and as a dimension of the timetable as a whole." Having said that, the APU continues to confirm that "personal and social education" is not an easy area to define, but it does attempt to "map the territory" and produces a list which is very
- 6.
 - 7.

Persons and Personal Relationships

Morality

Social Awareness

Religion and Philosophies of Life

Occupational

Political

Legal

Environmental

Health

Community

Certainly, many schools have established a curriculum which features topics in the list above. They have either appeared as topics or subjects in their own right, or they have appeared as

features under the umbrella of a wider topic heading. Political education, industrial awareness, multi-cultural education, health education, community education - these are all topics or elements of subjects which have existed in school curricula for years, though popping-up in a variety of guises in a variety of departments. The areas of Religious Education, Science and Humanities have and do serve as the traditional subjects which absorb or succour some of these topic areas.

More recently, however, such topics have begun to feature in personal and social education, which has been conducted as part of a tutorial programme, under the aegis of the pastoral organisation of the school, as distinct from traditionally more academic structures. And in some schools such topics could appear in both, either accidentally or by design. But the personal and social education function of a tutorial programme does not necessarily restrict itself to the topics listed above. The role of the tutor, in the comprehensive school in particular, has been a developing one, a development matched by the development of a tutorial programme. But before going into detail I want to briefly look at the origins of this development.

The Growth of Pastoral Structures and the Tutorial Programme

Many educationists, in their writings, have referred to the period of re-organisation of secondary education (it is with secondary age education that this thesis is concerned) and the introduction of comprehensive schools as the significant time in the establishment of pastoral structures in schools. This may have been associated with the increased size of schools giving them a more conveniently sized unit through which to effect education, communication, welfare and pastoral care; the

phenomenon would appear then to have its roots in economics and pragmatism rather than education and philosophy. Many schools, but more particularly newly-established schools as opposed to re-organised ones, used the opportunity and the stimulus of the new start to take stock and appraise the nature of the educational experience, in toto, that they were offering to their students.

No doubt, in many schools, this conveniently-sized pastoral unit was, and frequently still is, for administrative convenience, for the effective and disciplined control of the school and for communication. The key personnel in this structure are the tutors and, in this fictional and probably existent school, act as little more than the takers of the register. Each tutor group or form would belong to a larger unit, either a year group, or a house, organised horizontally or vertically. It is curious to note how the concept of the "house" has made its way from the public schools, via the grammar schools, to the comprehensives. One would have thought that in the egalitarian mood of the 60s and early 70s that comprehensive schools would hardly wish to espouse the trappings of an elitist system. It may have been exactly that that led to so many of them doing it.

The legacy of the universities, via public, grammar, secondary modern and now comprehensive schools, continues in a variety of subtle and not so subtle forms. It is certainly reflected in the curriculum, through the subjects which are studied to examinations. It is also reflected in what has happened to teachers whilst this relatively swift evolution has been taking place. D.H. Hargreaves comments on the relative status and career outcomes of teachers with different

qualifications and training. Teachers who have originated from colleges of education with a teacher's certificate, or at most a Batchelor of Education Degree, will, according to Hargreaves, on the whole teach younger classes and classes of lower-level ability and end up taking pastoral responsibilities, whilst graduates with their subject specialisms will teach older and more academic classes and work their way rather more quickly up the departmental subject ladder to status and fortune.

Apart from perpetuating and reinforcing a distinction between academic and pastoral functions, organisations and personnel in schools, this also makes it difficult for a non-academic interpretation of what one might mean by personal and social education. To establish itself successfully it has to compete with the claims of the academic demands of colleagues, students, parents, employers and higher education. It places it low down on the "subject hierarchy" with little status or support in the form of capitation or scale points. That low status could be reinforced by allocating little time or by allocating more time for less able students as opposed to all students. Hargreaves claims that he feels that the "affective" part of children's learning is secondary in status to the "cognitive" part of children's learning. Presumably here Hargreaves is implying that "affective" learning is to do with personal and social education, is not examined, and is student-centred, whereas "cognitive" learning is to do with knowledge and subject specialism, is examined or assessed, and is teacher-centred. I think that Hargreaves is suggesting here that, because the major part of the curriculum in secondary schools is inextricably hooked into the examination system, which is not

intended for the whole school population in theory, there is a sizeable minority who have to experience this particular educational diet, or if they do not then it does not matter.

A tripartite education system was established in 1944 through the Education Act, but was continued in many ways under the one roof of the comprehensive school after re-organisation. The raising of the school-leaving age was also responsible, for a short period, for the creation of courses which were specifically aimed at lower-ability students, those who would not have been motivated by the examination system. Many of these students would have been less academically involved and were frequently poorly-motivated and disruptive. Responding to the problems of disaffected students, students with less ability in the 4th and 5th years of secondary schooling, reinforced by rigid streaming, produced a variety of programmes and courses. Life skills and social skills courses emerged, often aimed only at students in lower streams.

A parallel situation seems to have developed in the last two or three years with a somewhat unofficial, partial raising of the school leaving age as many students fail to find employment or training places and choose to stay at school for a further year or until they do. In many schools this has led to the establishment of one-year courses, often including social and life skills courses, and again aimed at students who generally will be less academically involved; students studying for three or four A-levels would be too busy.

The most recent development is the Manpower Services Commission's New Technical and Vocational Education Initiative which is aimed at the 14-18 age group. Established as a pilot in

14 local education authorities in September 1983, with plans for more for the following September, the NTVEI specifies that it wishes to see life and social skills, vocational guidance programmes etc. as part of the 30% technical and vocational part of the programme.

9. Bernard Davies is quite scathing in his view of the potential confidence trick which he thinks could be perpetrated on young people. In his paper "In Whose Interests" which looks at the move from "social education" to "social and life skills training" he says

"Moreover, the advocates of social and life skills training are, of course, usually as anxious as those of social education to assert their liberal and humane credentials, and so to present what they are doing as containing ample opportunity for personal development and creative activity. In other words, contradictory aims and responses exist here, too, as the adults concerned struggle to balance at least some individualised, person-centred goals with goals which concentrate on meeting societally-defined requirements and expectations." (P.5)

Davies quotes at length from the MSC Instructional Guide, "Making Experience Work" and the BBC notes to "Working with Young People". Most of the quotation gives prominence to "coping" rather than developing, to "surviving" rather than responding creatively, to getting by rather than to moving on. The most control-centred comments appear in the MSC guide:-

10. "One of the aims of Life-Skills Training will be to adjust trainees to normal working conditions, giving attention to such matters as time-keeping, discipline and the

maintenance of satisfactory relations with other trainees and members of staff.... This calls upon the tutor or instructor to have an understanding of young people as human beings. He/she would act as counsellor and confidant(e), and create a non-threatening environment in which effective communication between him and trainees would be natural" (MSC, 1977, P.10)

I quote this at length because it seems to identify strongly with the conflict of role that faces many teachers in school, particularly in the role of the tutor. On the one hand, in their capacity as tutor and teacher they are expected or required to maintain order and discipline and to reinforce all the aspects that keep the organisation of a school well-ordered. On the other hand they feel responsible for ensuring that some kind of education takes place, some knowledge transmitted and received, some skill acquired within a subject sphere and at the same time have the confidence of their tutor group by acting as a confidant(e) or counsellor. One role could be characterised by limitation, control and power, the other by the encouragement of development, autonomy and responsibility. It is a difficult task to fulfil both roles.

11. Leslie Button picks up this theme in an article entitled "The Pastoral Curriculum".

In arguing for the development of a pastoral curriculum, he asserts that there are "... rapid changes in the social and economic life of the country, our schools are being challenged, as never before, about their purpose and their methods.....

Times have changed, and there are grounds for the widespread anxiety about the relationships that exist in the larger school

of today. It is not only a matter of size: there is a growing de-personalization in our society, and there has been a worldwide challenge to authority that has inevitably influenced attitudes and relationships in school." And later ".... is there a confusion between obedience and discipline? Is the term 'disciplining' used as a euphemism for 'punishing'? And is it appreciated that every time we give an order, especially about behaviour, we pre-empt the possibility of the young person concerned taking his own responsible action?"

And finally "How far does the school regime grant personal significance to individual young people?" (P.74-82)

The ramifications of these comments are probably extensive. Many teachers would feel unable to risk sacrificing their well-honed strategies of classroom control for a completely different approach which might leave them vulnerable. Teachers who feel that they are "teachers of subjects" and not "teachers of children" may feel uncomfortable away from the security of their discipline. Certainly as far as Button is concerned "the tutor is less of the overall provider than he or she may feel when teaching a subject. He or she is much more a third party, enabling the whole group to develop their capacity for helping one another." (P.76) I think however, that Button falls into the trap here of making the assumption that all other subject areas have a fairly orthodox knowledge/skill transmission pedagogy, and that personal and social education is carried out by the model tutor described above.

12. Doug Harwood, in the same publication, examines the implications for teachers of the new tutoring demands that are being made on them. "It seems important that we should examine

the implications of these changes for the role and behaviour of the teacher." (P.96)

13. It is interesting to compare the way Button writes about the pastoral curriculum with the way Douglas Hamblin writes about it. In the introduction to his book "Problems and Practice of Pastoral care" Ed. Hamblin, he sees it as an essential part of efficient secondary school education. "It is neither a luxury nor an irrelevance but an essential element in the attainment of the educational objectives of the school. The emphasis is on active approaches which provide pupils with the skills necessary for achievement." (P.vii) I may be doing Douglas Hamblin a disservice, but these comments do tend to suggest that active tutorial work is the lubricating oil that is poured onto the clanking machinery of the curriculum in order that the goods can come off the end of the conveyor belt. The second paragraph gives the game away. "Involvement in pastoral care increases our job satisfaction because it allows us to use our knowledge of adolescent development and the processes through which pupils learn in a way which boosts pupil performance and reduces tensions within the school." (P.vii) One wonders what audience Hamblin is writing for. Not only must the machinery work smoothly it must also work quietly.

14. Ken David, adviser with special responsibility for Education for Personal Relationships (EPR) in Lancashire comments, in his chapter in the same book that

"The purpose of education is twofold - to provide opportunities for learning and gaining qualifications and to socialize pupils. 'Personal relationships' are obviously linked with the latter aim, and with the task of

preparing youngsters for living in families, at work, in communities, and living with themselves as healthy autonomous individuals". (P.225)

I can understand that socialization and autonomy can co-exist but it is a matter of perspective and interpretation of both these concepts that will count in the education of young people.

For the tutor in the comprehensive school, the establishment of the tutorial curriculum, the emphasis of the pastoral organisation in the running of the school and the servicing of the academic aims of the school, has led to the development of the role to the extent that tutors and pastoral heads have fought against always being in a crisis-response situation and have fought for taking the initiative. The results of this initiative have been reflected in the developing role of the tutors and their part in the tutorial programme.

The tutor and the tutorial programme

If there is a personal and social education programme in schools, and if it is aimed at all students, it will probably be carried out as part of a tutorial programme and ideally, therefore, ought to be carried out by the tutor. If the pastoral house or year unit is a convenient unit for school organisation, the tutor is the person who will most get to know and form a relationship with a finite grouping of students, the tutor group. I offer this more in hope than in expectation. Experience shows that even in schools that claim to have a programme of personal and social education, it is not necessarily the tutor who puts it into practice. What is certain is that this is the assumption made in the wide range of literature about pastoral care and

personal and social education in schools.

The tutor group can provide the context for personal and social education, but it may also provide the content and it may also be the means by which a methodology is effected - all this in addition to any topic list of content as itemised earlier. In other words, where "personal development" means development, or at least awareness, of the self, then the students in the tutor group provide the "agenda" or "content". Similarly, the social development aspect of personal and social education would seek to take advantage of the existence of the network of social relationships, roles, norms, interactions between individuals and between sub-groups. It would seek to actively use such behaviours and phenomena as the basis for learning about groups and how individuals act when they are in groups.

It is important to make a distinction here between the above, and what interpersonal education may mean to others. Small group work may provide the structural means and methodology in the classroom as the medium through which other learning can take place. The priority of the teacher may be maths, or humanities, but the small group structure may provide a more effective and efficient means of learning. How implicit or explicit the group process becomes will obviously vary. It would be interesting to know how much "personal" work takes place alongside the overt subject matter, maths or whatever, as a result of this interpersonal way of working. Small groups working together, in co-operation or in competition may be completely task-centred, and the achievement of the task becomes the priority objective. It may be, however, that the teacher

takes advantage of conflict, lack of direction and motivation etc. to face a group with other kinds of learning. This implies that the teacher may well have other objectives, generic and specific, about the personal and social development of their students, in addition to the ones that might be attached to their obvious specialist academic subject.

Within the context of school there may be other assumptions about the way in which personal and social education is conducted. If the tutor group is the basic "tutorial" unit, is the tutor group a group of students, usually of similar age, that meets at the beginning of each morning and afternoon for the formal purpose of registration? House and school assemblies hardly emphasise the tutor group identity to a great extent. Does the tutor group retain its identity and composition for any other part of the week in addition to registration? Is a period of time made available for the group as tutorial time? Is the group taught as a tutor group for any of its subjects? Presumably, in most schools, this is less likely to be the case as students move into the 4th and 5th year of secondary education. Finally, does the tutor have any contact with the tutor group other than in the context of registration and tutor time? Does the tutor become the subject teacher to the group for a part of their week? There are two significant factors here, I feel. One is the amount of time that is spent in contact together as tutor/teacher and group. This must have an impact in terms of developing the relationship between them; it must have implications too for the nature of that relationship and the

nature of the tutorial work that is carried out. If, for example, trust is seen to be an important component of that relationship as a factor in encouraging students to articulate feelings and thoughts about themselves (accepting this for the moment as a reasonable objective), then time might be an important factor in establishing that trust. By the same token of course, an increased amount of time may prove counter-productive if it serves to establish that there is little trust in the relationship for, let's say, valid reasons. The second significant factor is the blurring of the divisions between the pastoral and academic role of the teacher. If a subject teacher spends a considerable amount of time with the group for which he/she carries tutorial responsibility then the opportunity exists for the relationship to develop, but it also provides the opportunity for the teacher to consider personal and social needs of the group as well as other educational needs.

The organisation of the school curriculum can aid or obstruct communication, transferrability, integration, co-operation etc., and so the nature of a school's curriculum is a major factor in determining the progress of personal and social education. The more subject-bound and compartmentalised a school curriculum is, the more that personal and social education may have to fight to establish itself.

Both the innovations which are the focus of this thesis have evolved as part of this development of a tutorial

curriculum. Both DGW and ATW, but more particularly ATW, capitalise on topics in the sense that family, friendship, authority, law, work etc. are topics, but both innovations go beyond any knowledge-transmission and have developed a methodology which is associated with processes and approaches other than didactic ones to achieve personal and social education.

Schools and Alternative Approaches

15. "Moreover the question must be raised as to whether the structure of schools makes it possible for them (teachers) to be effective in developing pupils' individual responses as social beings.

'Is it possible for students to engage in honest, deep and comprehensive exploration of self in institutions which they perceive to be largely concerned with controlling them and assessing them in relation to a rather limited set of intellectual skills? Is it possible for students to develop decision-making skills in institutions which give them very little control over their day-to-day lives' "

16. (Watts and Herr 1976 pp. 139-140) (B. Cop P.16)

The institutional constraint operates probably through the ethos and social organisation of the school. As the DES comments:

17. "Schools place great emphasis on fostering their pupils' development by means of pastoral structures and organisations. Much would be gained if equal emphasis was placed on the learning in the classroom and the teaching of an appropriate curriculum". (P. 239)

The real issue here, is not whether or not schools take on this particular area of curriculum and adopt it. It is a question

of what they adopt, how they adopt it, and what they do with it afterwards.

In Part II of Beyond Coping, in Chapter 7, the FEU report goes on to consider the various approaches and perspectives to social education. On Page 49 it summarises the seven approaches as follows:

Information-based

Enquiry-based

Creative

Experiential

Awareness-raising

Skills-training

Modelling

The report, quite properly, does not indicate a preference for any one of these approaches as being the most pertinent and confirms that there is no consensus as to what might constitute a "best approach". But once again, it is worth planting the thought before considering the two innovations, because without doubt they set out to be one kind of approach, or combination of approaches, and it is important to consider developer intention before we assess the consequences of the diffusion and dissemination that follows.

There is probably as much debate about "approach" as there is about what constitutes the "content" of personal and social education. Certainly Active Tutorial Work and Developmental Group Work are fundamentally about a differing approach from the "knowledge-transmission" style - at least in intention. And certainly schools and teachers looking at ATW and DGW will be doing so from different perspectives, both methodologically as

well as in terms of content.

The Youth Service - part of an education service

In many local authorities, the youth service has a strong association with the education service. It is seen as part of the education service and as an education service itself. The provision of youth service comes in a variety of ways:

unattached teams of youth workers operating in an area; large purpose-built youth centres; drop-in coffee bar clubs; youth service provision on school premises. Authorities put investment into staff and buildings in varying amounts.

The style of youth work, and the nature of what goes on in youth clubs has changed over the last decades. Youth groups of a more formal nature, uniformed or otherwise, would have, and frequently still have, a focus on activity. Youth clubs in towns and villages during the fifties however were only contacting a small proportion of the adolescent population. The view of the service at the time, expressed through reports suggested strongly that the needs of adolescents were not being met. A service that relied on the voluntary attendance of its clientele had to provide something that they wanted. The development of coffee-bar type clubs, offering young people the opportunity to associate with others and to perhaps then determine the nature of what took place was seen as the way forward. But was it enough to draw young people in and just provide the space and the coffee-bar? What was the role of the youth worker? Certainly, many workers felt that there was a tension between the role that apparently made no demands on young people, and a role that intervened in what was happening. If there was to be intervention, what was its basis? Was it to

direct young people into a worthwhile activity? Was it to stimulate young people into planning action of their own? Was the youth worker present to provide opportunities for leisure, recreation and entertainment, or did he/she have a responsibility to undertake some kind of social education?

Inaction amongst youth workers and young people, the lack of intervention skills and strategies on the part of youth workers, and the apparent aimless and purposeless nature of what was taking place in many youth clubs, were part of the scenario in which Button was developing Developmental Group Work. Button was not in doubt that youth workers had a right and responsibility to intervene and make a contribution to the personal and social education of young people with whom they came into contact.

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CHAPTER II

Developmental Group Work - Development and Dissemination

This chapter focuses on Developmental Group Work and in doing so looks briefly at what is involved in its aims and its methodology; examines the demands that its implementation makes, on youth workers and teachers in their youth centres and classrooms, in terms of skills and qualities; and highlights some areas of tension and anomaly with specific reference to the objectives and aims of DGW for the autonomy of adolescents.

The second part of the chapter recounts the development of DGW and its manifestation as an innovation, as a book, and as a training programme.

What is Developmental Group Work?

1. "Group work is a way of helping young people in their growth and development, in their social skills, in their personal resource, and in the kinds of relationship they establish with other people. Social skills can only be learnt in contact with other people. It is the purpose of group work to provide the individual with opportunities to relate to others in a safe and supportive atmosphere, to try new approaches and to experiment with new roles. In this way young people learn how to help one another in personal ways, and this contributes not only to their immediate individual growth, but also enables them to adopt a generally more creative role in the many facets of their daily life."

"Developmental Group Work with Adolescents"

Leslie Button (P.1)

This is a statement of what DGW aims to achieve, and is only a partial indication of the means of achieving it. DGW does not claim to have its roots in any particular philosophy of education or human development, nor in any specific ideology of educational or social practice. Button would say that its roots were eclectic, sometimes being informed and shaped by theoretical thinking, but generally arising out of practical experiment.

Button makes constant reference to "skills", both with reference to social and personal skills that can be acquired and practised by young people within the context of their various relationships and with reference to the skills that are required by the group worker (youth worker, teacher, social worker) in carrying out group work with adolescents. A further set of skills are required to train adults to carry out group work.

The "safe and supportive atmosphere" quoted refers to the established trust developed within the context of the group that is working together personally and socially. In youth work terms this usually means a group of some 6-10 young people who have made a commitment to each other and the youth worker to carry out some personal and social work. This might be within the environment of the youth centre with young people who attend the centre; it might be in the more unstructured and informal environment of the town coffee bar or the bus-shelter and lamp-post. In school terms this may mean a small group of 6-10 school students working with a teacher at a particularly arranged time outside their timetable; they may have made a commitment similar to that above; it may mean a class-size group of between 25-30

school students working with a teacher, both as a class and in small groups within the class, in tutorial periods.

Developmental Group Work was developed very much with the small group in mind.

The work is "developmental" because it involves the group, and the individuals within it, in a diagnosis, appraisal, evaluation of themselves and their current position. Out of that diagnosis comes a plan for some action with personal and group objectives established. The action is carried out and its outcome is evaluated and the new position appraised before embarking upon the next cycle. The intention is that the young people themselves are the ones who set the objectives, as individuals and as a group. The role of the worker is to stimulate, encourage and challenge in this respect. The "action" may be an experience inside or outside the group and the action is carried out by the group who will have their own objectives for it. The group worker will have "personal learning" as his/her objectives for the experience.

Button draws on a wide repertoire of techniques through which to effect the developmental strategy. Trust exercises, self-description, role-play, action research, socio-drama, psycho-drama, group-enquiry, introspective personal discussion, life-space diagrams, "breaking-the-ice" activities, physical games, and so on, are all part of the repertoire of techniques and activities which the group worker can draw on. The techniques and activities are not intended as ends in themselves, though many of the activities may have a fun element; they are intended to aid the group worker in the personal and social development of the members of the group. The methodology, however, is crucial.

2. "Since so much of the material is associated with attitudes it is important that they are led to discovery, as, for example, through action research, rather than having information pressed upon them didactically." (P.8)

The underpinning philosophy therefore is that if young people are enabled to discover and learn things for themselves, then they are likely to be more effectively learning and acting upon their learning than if they had been taught by more didactic methods. Much may depend on the way in which a group encounters DGW for the first time. Within the milieu of youth work, a group of young people involves itself on a voluntary basis. In school the involvement of a tutor group may be compulsory. There are advantages and disadvantages to both scenarios, and there are risks in both.

The chapter "Making Contact" is written with the youth worker in mind, and it describes the strategy of observation, recording, making an approach and recruiting a group within the informal and voluntary context of the youth club, or street. The risk of rejection for the worker is clear, but in the end they may be less than for those who elect to work with captive groups in classrooms. Having gained a positive commitment from a group, a worker has a constructive basis on which to build.

3. "The worker's fear of rejection is often the greatest impediment to his effectiveness" (P.39).

It cannot be greater than the fear of the teacher who, if electing to work with the members of the tutor group, receives rejection from students with whom he/she still has to relate and work. In fact, for the teacher, there are other problems. As part of the advocated vigorous approach, the group worker creates

some disturbance, a hiatus, a suspension of the group norms. This suspension of the group's norms gives the worker the opportunity and the flexibility to lead the group in a new direction.

4. "This moment of flexibility is an important part of the worker's capital, which may evaporate as the group rapidly evolves a new framework of expectancies or reverts to the old. It may be very much harder to win so much flexibility once the situation has been allowed to crystalize" (P.40).

Presumably for a class teacher expecting to try and break out of his/her own norms, break group norms, and those of the already established relationship between teacher and group, that "moment of flexibility" is even harder won. We meet one of many anomalies here. Button describes the disrupting of norms. In fact, many of the activities that are suggested for the beginnings of sessions are, by their nature, calculated to cause turbulence and the intention is to cause the group to be more receptive to new ideas and approaches. The handshakes at the beginning of sessions, the re-arrangement of the furniture of the classroom, activities involving physical contact are all activities which it is suggested group workers might employ to gain that receptivity. It is an anomaly, or apparent paradox, when the same group worker is attempting to create a secure and structured base so that the group can work in an atmosphere of trust. In fact many of the trust activities are ones that cause turbulence. A young person who finds physical contact difficult or being led around a room "blind" impossible because he/she does not trust easily is possibly learning about trust in some discomfort. This is, in Button's view, not necessarily an

inconsistency.

5. "On many occasions, supportiveness will grow naturally out of the group's being together and doing things together, but at other times we shall be wishing to hasten its growth. It will be helpful if we can foresee steps that we can take in order to increase the level of support. It may seem almost a truism to suggest that supportiveness is unlikely to arise unless there is a need for it - that the support for someone engaged in intimate discussion may arise out of the very fact that intimate discussion is taking place. The supportive response to a charged and difficult situation may be immediate. This runs counter to the view sometimes held by group workers that they should not lead their groups to intimate conversation until a supportive situation has been created. It also points the discussion between supportive and 'cosy' situations. Many supportive situations are anything but cosy, and groups are often at their most supportive when the going is hardest." (P.80-1)

When the activity of the group becomes even more personally-orientated, as distinct from activity-centred, group workers in DGW often find themselves challenged by others as they take young people into very personal and sensitive areas. The challenge is often that they are responsible for social and personal engineering. Button would argue in defence that it may be considered engineering to leave things exactly as they are. The choice and decision left to the group worker often leaves them on a fine line.

6. "The approaches of the group worker are becoming increasingly sophisticated and influential, and could be mis-used. There

is a fine line between helping and manipulating." (P.68)

Much may depend on the attitude and the stance of the worker in the first place. What kind of group should one work with and to what purpose? Normal peer groups are considered by Button to provide more scope than say an ad hoc group which has no other point of contact. Finding a group with a voluntary commitment may well be more conducive than a coerced captive one. Similarly there may be a temptation, especially on the part of group workers, to kill two birds with one stone - to choose a group who might be difficult or problematic in the hope that this will cure them. The work of the tutor in school tends to be crisis-orientated at the best of times. It is important in working with a group that, in Button's terms, the work is definitely developmental and is not subject to a considerable hidden agenda. It is also a matter of concern as to whether the group worker, particularly the teacher, mindful of the school context, simply does not want to bring about a change of behaviour, as opposed to wishing to bring about a change in the causes of that behaviour. If the group worker is conducting a session where deep feelings are being explored, and this is realised in emotional expression - e.g. tears, hysteria, anger, Button is quick to assert that this particular crisis is not necessarily the right focus of attention, and to deal with it exclusively may be to mask the real area - whatever that may be. Emotional rescue is not necessarily DGW.

Action Research is a major tool in the group worker's tool bag. The rationale behind Action Research is, that in conducting an enquiry into some particular situation, one that involves the participants who are conducting the enquiry, the

participants often find that they are beginning to affect the situation they are examining.

7. "Action research differs from exact research since it leads the enquirer into becoming enmeshed with what he is examining". (P.85)

The process can happen both within the life of the group and with events and situations outside it.

Button describes the process of social diagnosis. The group undertakes the study and contemplation of friendship and associated relationships. They may discuss how they normally act in their group. They may consider roles and norms and through their diagnosis even elect to change them. This is where the action research strategy begins to evolve. The diagnosis by a group is an act of intervention into its own life by its own members, and by its very action can actually bring about change. In vigorously "pushing" a group in this direction the group worker must also be heedful of Button's other advice, which has the interests of the autonomy of the individuals and the group at heart.

8. "I would invite the reader who is a teacher, youth worker, or in other ways connected with the development of other people, to cast his mind back to the events of his last occasion with them: did you perform functions that saved the young people concerned having to cope with certain things for themselves." (P.68)

An observer, a fly on the wall at a group session, may see a wide range of events taking place. Animated discussion and long silences; hilarious laughter and tears; embarrassment and comfort; a group apparently looking for clues as they examine

each other's hands; a group preparing a questionnaire for an action research enquiry; a group drawing circles with crosses in it, to denote levels of friendship; a group entertaining a visitor from outside.

Amidst all this activity, a group worker may be as fully involved as any member of the group, as animated or as still. A group worker may be sat distinctly apart from the remainder of the group.

The group worker

- Within the group work sphere Button says that there are considerable areas of knowledge and skill that need to be acquired by the group worker. The dynamics of how groups work; the psychology of personality; understanding of activity in personal experience; and in this case a specific knowledge and skill related to adolescence - are all relevant areas of skill and knowledge. Button skirts away from psychotherapy - a cousin in the field of mental or emotional disturbance - but
9. recognizes that what he is advocating is, quoting Ottaway, "the normal man's therapy". The qualities that Button would see embodied in the group worker begin to look formidable. In promoting self-discovery, self-reliance and self-determination in young people the group worker is akin to the teacher who uses discovery methods as opposed to didactic methods. In order to lead individuals and groups into an examination of feelings about authority, sex, friendship, loneliness, family etc. the
 10. worker "must have a fund of appropriate knowledge and a sound understanding of the processes involved". (P.5)

The advocacy of methods that actively encourage autonomy and self-reliance on the part of the adolescent, require nothing

less than vigorous, knowledgeable and skillful leadership on the part of the group worker. The group worker sounds a mixture of psychologist, counsellor, drama teacher, teacher, sociologist etc. The potential group worker, reading Button's book, and looking for a rationale that is explicit and coherent, may well feel that they are reading about psychotherapy, or some similar discipline. Button does draw on a number of skills and areas of knowledge. This in turn has helped to inform the developmental model employed by Button and which itself had grown out of much fieldwork experimentation - Button's own action research - and helped formulate the conceptual framework that underpins Developmental Group Work. Many things may be clear, though not concrete. For instance, how authentic should the group worker be when, as part of the role, they are encouraged to role-play authenticity?

11. "he must be sensitive to the emotional tone underlying what is being said..... At times we may find ourselves drawing attention to the emotional pressures being experienced by a number of the group, and we will wish to do it in a way that implies our own concern. A group usually catches the worker's tone. It is important that the worker should be seen as offering a warm and obviously caring form of leadership....." (P.81)

The group worker comes in a variety of shapes and sizes. Within the youth service context, the group worker could be the full-trained professional full-time youth worker. It could be the lorry-driver or bank-clerk who works part-time on two evenings a week. It could be the fully-trained teacher, a social worker, also working on a part-time basis. In the

school context, it could be the youth-tutor working with small groups; the form tutor working with the tutor group; the geography teacher who does not want to do it! The level of commitment and expertise may vary enormously, and Button's hopes and expectations may be unrealistic.

We have a situation where the worker may not be able to create the secure atmosphere of trust, use eye contact, have his finger on the pulse, be sensitive and aware of the nuances of the interaction between members of a group, effectively anticipate directions that a group is moving in, vigorously lead, in a way that would produce the calibre of work that Button says is possible and desirable. To what extent would Button accept a "lower common denominator" as the level of compromise of the advance of DGW? In other words, is it necessary that the group worker should be of the calibre that Button would find most desirable in order to undertake DGW effectively? Or would Button accept that group workers who possessed only some of the desirable qualities and skills, had a valuable part to play and that their contribution would be better than nothing. Stating that many teachers in pastoral roles are certainly untrained for the special needs of the role, he also states that there are links between group workers and teachers who employ discovery methods. Either way he is convinced that the gap between students and teachers is closing and that the quality of relationships may be different, a gap he would like to see bridged by workers using the skills outlined in this chapter, and yet Button does not advocate group work as a skill for all.

On one level, as far as schools are concerned, Button's view is that schools which have taken on the new responsibilities to

introduce social education and to prepare young people for making judgements and decisions, do so in the context of some compulsion, and that this compulsion often applies to staff as well as to students. Button might be hinting that the secondary school teacher, who is bound to didactic teaching methods should acquire discovery-method techniques, adopt other roles, formulate different kinds of relationships with the students, help bridge the pastoral academic divide; but recognizes that the proposal is fraught with difficulty. "We" can all join in, and the tone is there which embodies something of the charisma of the writer; Button's use of the first person plural personal pronoun "we" and the possessive "our" draws the reader into the conspiracy:

12. "we must therefore look for ways of accelerating our work if we are to achieve anything real in the time available..... a certain urgency must characterize our making contact as it does the rest of our work" (P.28-9)

But Button does recognize that the acquisition of all the desirable skills is not easy. There may well be room for doubt, in the mind of the reader of Button's book, or in the mind of the worker attending a group work training course, or misunderstanding or varied interpretation. Sometimes even Button does not offer confidence.

13. "As we start to work we may feel grateful for anything that promises to bring youngsters a useful experience and gives us time to fumble around for something with better long-term possibilities" (P.41)

And the potential group worker may be more confused when he/she turns over the page and sees that some groups of youngsters "test-out" their leaders and that this "testing-out" is

14. "particularly strong when there is a lack of clarity in the group worker's position, especially when he offers indefinite or enigmatic leadership" (P.42).

Quite often the training-course in group work results in a substantial personal experience for the group worker and the intense and dramatic effects are not always translated in practice, or put in the context of the conceptual framework for working with young people. This change at the personal level still provides a potential reservoir of support.

15. "There must be many warm-hearted men and women who would be prepared to take a personal interest in a small group of youngsters to whom a little human interest could, of itself, make an important contribution" (P.145).

The sentiment behind the statement may well be agreeable, but this is a more limited contribution to group work than Button would ideally want and calls into serious question whether it could then be called Developmental Group Work. It couldn't, but it would be better than nothing, is what Button would say.

Problems, in Practice

It is the subject of later chapters to look at the effectiveness of the strategy for the wider dissemination of Development Group Work. But some factors emerge as problematic, in the youth centre and school context, which impinge on the consideration of the role of the group worker.

The group worker, now fully-trained in group work skills, thinks about the strategy by which DGW can be introduced in a wider context. How will the group work experience, usually carried out in fairly small groups - say 6-10 - translate into

the context of the large youth club or the school? Button has given us a profile of the requisite skills and qualities which appear to be very demanding. But I think there is a fundamental flaw in the dissemination of DGW. In the large youth centre, our recently-trained group worker, a full-time professional, has gained experience of work with a group but recognizes that it is impracticable to work his/her way through the whole of the membership of the club. In passing on the benefit of his training our group worker shares his skills with others in order that they can carry it out. There are three problems with this. Firstly the group worker has trained in group work skills, but has probably not trained as a trainer of people in group work skills. There is a difference and a number of different difficulties can arise where they try, as we shall see later. Secondly, particularly in the youth-work context, the voluntary part-time helper may have neither the capacity nor the inclination to get involved in group work, or a training programme "I'm only here to do a bit of table tennis coaching" must be the youth service equivalent of teaching's "I am a geography teacher!" Thirdly, as indicated previously, group work can have a significant effect on people who participate in training- youth workers, social workers, teachers etc. It is often part of the rationale of the methodology of training courses that group workers should experience the techniques and strategies themselves in the training situation in order to appreciate what it is like. Experience has shown that change and turbulence can occur here too, and that certainly characterised courses at Green Park, the Bucks County Council Youth Service Training Centre. It is difficult for the full-time youth worker to replicate the intensity of the specialist residential

training course in the youth club room next to the 5-a-side.

The emphasis of the early developmental work on DGW was with "attached" and "unattached" young people, through the youth service. When Button re-directed the emphasis towards schooling, mainly secondary schooling, he had to take much more account of school contexts in framing the nature of his strategy.

16. This context is dealt with more fully in "DGW in the Secondary School Pastoral Programme" - Pastoral teams which are no more than case referral structures, teachers who are untrained in tutorial work and a modification of the teacher-student relationship are elements needing attention. In mapping out a programme for the five years of secondary schooling 11-16, the rationale for the "Group Tutoring" publications which were to come later, Button argues that it is not feasible to carry out group work of an intensive kind throughout the whole period. Timetabling such intensive periods could coincide with other important periods or moments in the school career of students. Transfer to secondary school, selection of courses leading to examinations and contemplating what happens at 16+ would be good examples.

The intensive aspect of the nature of some of the work has implications for both classroom activity and for the role of the teacher. The nature of the innovation would seem to demand, as a fundamental requirement for adoption in the classroom, a measure of teacher change particularly with reference to the approach and working with students in a potentially stressful way. The teacher whose usual ambit is teaching German, may well falter at the following,

17. "It seems that without something to stir the group and the

equilibrium of their relationships, much of the raw material for therapy may be lacking. A certain element of stress would seem to be a requisite of personal movement and development." (P.71)

I am not suggesting that the teaching or learning of German is entirely without stress, necessarily. Button's point here though is that it would be part of the tutor's strategy to create a certain amount of stress. Clearly Button values work that can deepen the experience for adolescents. He also describes some examples which ironically may extol the virtues of peer influence and manipulation. It is interesting that an adolescent may reject the advice or insight of the adult group worker, or someone in a similar adult authority position, in favour of advice culled from the members of the group. The worker has an interesting decision to make. Is it a useful experience for the individual to receive enlightenment from peers, no matter how valid or helpful, or otherwise, that advice may be? Should the worker allow that to happen no matter what, or should the worker intervene?

18. "..... our position is one of inescapable leadership, which we shall exercise as surely by our inactivity as by our positive intervention" (P.68-9).

To intervene, or not to intervene may be one dilemma, and teachers and youth workers have to face that dilemma and answer it for themselves. Change is inevitable; it is whether it is managed or not. The question is closely related to that of intensity. The dilemma of intervention becomes most pointed when group work becomes more personal and turbulent. The major difficulty for the group worker who is the tutor of the class-

size group, is the size of group. Button describes Socratic group discussion in detail, as a technique for developing step-by-step discussion in small groups, in a large group context. The method is interesting because it suggests that the group worker anticipates the direction in which discussion is going. Button clings firmly to the notion of autonomy, even in this more structured context and asserts that simply because an experienced worker has anticipated the direction of a discussion, and prepared for it accordingly, it does not mean that the line of discussion is self-fulfilling.

19. "..... if it is to be a real dialogue, then everybody concerned, including the person conducting it, must be open to change..... Anyone who wishes to conduct a study in this manner must certainly not expect the ball to be returned neatly to his chest each time" (P.157).

Distinctions need to be made between programmed discussion and the more autonomous version advocated by Button, but it is perhaps a difficult distinction to see. Will Button's "didactic" teacher find the distinction clear, especially when Button advocates intervention so strongly?

20. "The central position of the worker also has its advantages: it allows him to intervene, often to suggest matters that appear to have been overlooked by the small groups, to add points of emphasis, to crystallize conclusions and above all to influence the tone of the occasion" (P.159).

But democracy is also

21. "unlikely to be learned in a didactic situation or under authoritarian leadership, the responses to which

are more likely to be submission or rebellion" (P.163).

At the same time a worker, busily and effectively gaining experience working with a group, must remember the broader context within which they are working and consider what tensions may result in a conflict of approach within the school.

22. The group size brings problems. In a situation which parallels the "little human interest" in the youth club, the class teacher with a large group "may have to accept a slower rate of development than if he were to give a small group his whole attention, but his influence does reach many more people. The sophistication of the work may suffer in that the worker will not be able to give the same attention to individual detail....." (P.168) Is this still Developmental Group Work, or is it now Group Tutoring in Schools?

The main issue that emerges though, is Button's view of the autonomy of the individual adolescent, the autonomy of their group, and the autonomy of the group worker.

23. "The very core of our work"

"In teaching and youth work we are continually neutralising a whole world of experience for young people by abrogating unto ourselves so many of the functions that might confront them with new situations, and the need to cope with outside forces..... It is most important that we should appreciate, first, the organic nature of change and growth, and, second, the need for the client to be in a central position in decision-taking. This brings us to the very core of our work: that the ultimate self-reliance and self-determination of the youngster, and in the meantime

the growing autonomy of the group, is central to the objectives of our work..... Our diagnosis needs to be a shared diagnosis, with the youngster playing a central role in the investigation of his situation, his problems, and his own responses. Only in this way can he be in the position to take informed decisions about his own actions." (P.66-8)

So, as Button sees it, the core of the work is to help establish autonomy in individual adolescents and in groups; to give them the means by which they can, through their own active research gain knowledge, make judgements, take decisions and plan their own future action within the developmental cycle. To do so, would be for them to acknowledge the autonomy of others and to act accordingly. What is important is the exercising of their own judgement. They would still be accountable, to themselves, to the rest of their group and to a wider society. In taking account of that wider society individuals and groups need not necessarily accept what it is. In just the same way that a group worker carries out active diagnosis with the group on the basis that the very act of intervention will bring about change, so a group would be encouraged to intervene in situations through action research and so bring about change. Sometimes this might be direct, and perhaps confrontational, sometimes it might be indirect, or an attempt to bring about change at "a point more primary". Without doubt, Button sees "effecting change" as one aspect of an individual's exercising of autonomy. His view of society therefore is one of dynamic movement, with the movement accelerated through the intervention of an active or "vigorous" group worker.

The worker's role is to aid this process as rapidly as possible, on the basis that non-intervention is as formative and influential as intervention and that, providing the group worker is clear about his/her own motives and own personal autonomy, then the role need not be manipulative - the worker is aiming to release student activity. Group workers may operate a variety of modes, each of which will have a bearing upon the nature of the experience for the adolescent. In offering no direction, at one end of a continuum, the worker may be available simply to offer advice upon request, the initiative for seeking that advice lying totally with the youngsters. At the other end, the group worker may provide autocratic direction which totally governs the direction taken. The middle ground could consist of discussion and negotiation which leads to joint agreement. The group worker here may well be authoritative, though not authoritarian, in his/her role. This is probably the closest to Button's model, vigorously operated. The personal agenda of the group worker needs to be submerged but the authoritative objectives for the group do not. Button argues that the worker has a right to influence positively, to encourage individuals away from anti-social activity. So, whilst it is not "autonomy at all costs" Button gives the distinct impression, which may be naive on his part, that if the worker uses the right approach and maximises the individual youngster's self-determination, they are likely to self-determine in a socially acceptable direction and manner. The role of the worker therefore is clear.

24. "Increased mobility and freedom from outside constraints bring not only new opportunities but also new responsibilities for personal judgement and choice. Morality is becoming

less a matter of community control and precept, and much more one of personal decision, and in this sense life is becoming more democratic" (P.16).

The element of "personal decision" here seems consistent with Button's individualised view of democracy, perhaps stemming from a faith that the exercise of responsible individual autonomy within a small group context and a wider societal context will produce responsible citizenship.

25. "Democracy is essentially an attitude to other people and a mode of approach to communal affairs. It is unlikely to be learnt in a didactic situation, or under authoritarian leadership, the responses to which are more likely to be submission or rebellion" (P.163).

In recalling Button's description of his Socratic method, it is worth repeating in this context, his view that the knowledgeable worker is not steering the group's movement - their greater experience is enabling them to anticipate the direction in which the group will move, whilst always being prepared for the sudden shift of movement in an unexpected direction. The group worker, though, may have difficulty in avoiding the challenge of appearing patronising or omniscient.

The degree to which the group worker's mode can be said to appear manipulative, even when it looks "negotiating" may be determined by the extent to which a group worker identifies areas of their own personal learning within the context of the group's work, or the extent to which they share an openness about their methods and skills with the group. I suspect that this is more likely to be a problem at the level of trainer and group work trainees, than at the level of group worker and adolescent - "problem" in the sense that it is more likely to be perceived or

challenged by the trainee group workers. Given the active nature of the model that Button is supporting, it is a "top-down" model of creating autonomy. Paradoxically, the extent to which some of the exercises are successful in dismantling the defence mechanisms employed by group members to preserve their autonomy, some group members may feel, initially at least, that they have actually lost an element of self-determination through, for example, group-pressure. This is an issue which is dealt with more fully, in the context of training, in chapters IX and X.

Button makes no particular distinction between youth work and school arenas in his view of the autonomy of adolescents, but appreciates that the institutional context of the school is likely to be more formal and rule-bound than the youth club. Not that Button sees "change" as all pervasive. Young people need to take account of situations in which they find themselves. In this case it is also desirable that young people acquire social and personal skills to enable them to cope with personal and social situations that they meet. But Button would assert that, as far as schools are concerned, it is increasingly a matter of teachers winning or earning the collaboration of students rather than controlling them. At the same time he recognizes that the approach of the group worker may be different from teachers who have a more didactic approach, though he does not necessarily support a strategy that merely sets out to be different from a traditional role. The problem that a school may face will be the consequences of distinctly different approaches. Schools have often had quite diverse modes represented in their teaching staff, but an approach aimed at giving students more autonomy may well meet resistance from some staff quarters. This may not be the only difficulty that faces schools.

Development in Schools

Button does see that schools present particular problems in impeding the development of group work.

Whereas a youth worker can be more flexible about the conditions that surround their work, teachers and tutors may find their conditions more formalised. He sees it as obviously difficult, and perhaps unnecessary to maintain work at an intensive and emotional level over a sustained period of time.

In considering a tutorial programme, which may include many features of personal and social education involving other content and skills, Developmental Group Work needs to find its place.

Group size in schools, particularly of tutor groups, is a difficulty and ways around it need to be sought. Strategies like pouring additional staff into a target year group, employing sixth form students as small-group leaders, or working outside normal timetable hours would be possible, this in addition to the use of techniques like Socratic discussion. Although this may be less intense and less "secure" than would be desirable, it would be more acceptable to Button than doing nothing.

It would not be feasible to embark upon a training or in-service programme in schools that brought about the simultaneous introduction of DGW at all levels. Button advocates a strategy that is much more step-by-step, involving the deployment of a cadre of skilled tutors operating in all parts of a school, influencing and training colleagues.

Certainly Button anticipates the problem of diffusion and suggests that people who have trained and gained experience can take groups of colleagues "along with them" in all kinds of ways,

- and that this kind of collaborative learning with increasing participation can be very effective. However Button also argues that there is a case "for keeping some of the more skilled pastoral workers free from a regular responsibility for a form, so that they may be deployed where they are most needed at any time." (Button Occ paper 1, P.4). Firstly it is a fortunate school that can afford to release its most effective tutors from the job of tutoring. Secondly, it misses the point that to a large extent it is the tutor-group relationship that schools would be seeking to work through and develop. And thirdly, it almost proposes an elite of super-tutors who come in like hit-squads to clear up the trouble. Apart from risking divisiveness with first and second class tutors, it also creates and preserves something of a mystique about their skills which can be certain to cause hostility and apprehension in the minds of colleagues. Button essentially may be right in suggesting teacher-helps-teacher as the most effective in-service training strategy, but
26. it is expressed in a way that leads to misunderstanding. "In this way a highly skilled and mobile cadre of workers can be built up who will be introducing other members of staff to the kind of expertise required for pastoral work" (Button Occ. paper 1, P.4) It also makes the fond assumption that a school staff has discussed and agreed the need for such a programme of training to take place.
- 27.

In mapping out the details and sequence of a possible pastoral programme in a secondary school, Button is sensitive to the contexts, development stages and personal growth and relationships aspects. Much of the programme suggests input, and what does not come through clearly in the paper is that it is the methodology and approach that is more important than, or as important as, the

knowledge and skill that is to be acquired.

It would be interesting to see, despite the "affective" nature of the innovation whether schools have found it easier to accept the rationale for a pastoral curriculum, and have responded to that by constructing a programme, than they have to make any change in teacher style or method in implementing it.

Developmental Group Work - Growth and Development

This second part of the chapter describes the early development of DGW and its progress through a number of stages leading to a phase of dissemination and training. Button's two books, "Discovery and Experience" and "Developmental Group Work with Adolescents" are an a posteriori presentation of a methodology which has emerged out of practice. That practice derived out of experimentation and action research to refine the developed models, drawing on a wide range of experience. Button's approach therefore has been pragmatic and "the framework of concepts has been evolved out of repeated experience rather than the reverse" (Button DGW P.xiii). He has not been specific about which theoretical thinkers have helped to inspire or shape, but certainly the influence of Carl Rogers, the American proponent of child or person-centred education seems to be evident. A hint of what is to come, in the chapter that deals with training, appears in the Preface. The focus of the book is adolescence, but Button acknowledges the benefits that have been felt by groups of adults - particularly teachers and youth workers, and other professional in-service training groups.

The foundation of Button's work dates from 1963 when Button, with a DES grant, attempted to carry out a systematic recording of group work, only to find that there was little in the way of a

theoretical framework to aid group workers in recording.

Alongside this ran a study in friendship amongst older adolescents, both of these projects ending in reports published in 1966. Each project was carried out through the active participation of teachers and/or youth workers. This provided the basis for the Action Research Project, funded by the DES, into small group structures amongst older adolescents. This too was a collaborative project carried out through 30 teachers and youth workers, working in 4 panels. Each worker worked with young people in their locality where they were "led by a step-by-step enquiry into their own relationships and self feelings" (Button Action Research

30. Project Resumé - Sept. 1982). What the project found at this point was that the research methods being employed (as research) were actually having an effect on the researched. This in turn led to a simplification of the research instruments and their deliberate employment as tools for development in work with adolescents. "This led directly to a series of experiments in methods of group work, and ultimately to the establishment of
 31. developmental group work as a method of work." (Button ARP R)
- A national seminar in January 1970 was the culmination of this part of the project.

Alongside this development, ran advanced courses at Swansea University, for mature students, through which work developed. Not only was research carried out which further refined the project, but the active involvement of other professionals in placement locations like schools and youth clubs extended the dissemination further. Throughout this period also, Button, feeling that what was good for the goose was also good for the gander, felt that the more active nature of work carried out in the field with adolescents was also appropriate for training

methods and tailored training courses accordingly.

The next stage was to mount a number of training courses, often residential, often weekend or week-long courses. Such was the impact and the need for development and supervision that the next logical step was taken, which was to mount courses of longer duration, offering several weekends with intervals in between for fieldwork experience. Youth workers in Sunderland (1966) and West Sussex (1967/8) were the participants in these early training experiments. Button himself was actively involved in all these courses and the next stage was a major jump in the proliferation of Developmental Group Work. Rather than continue to work through youth workers who then in turn worked with adolescents directly, or with part-time workers who worked with adolescents, Button turned his attention to the training of those people in local authorities who themselves had a responsibility for training, i.e. training the trainers. The consequences of this were obviously far-reaching. On the one hand, assuming the take-up by local authority training teams, a swifter flow of dissemination and training to a wider audience is assured. Concurrently though, Button would be introducing another tier in the dissemination process which, almost inevitably, would lead to the distortion of the original "innovation". What this strategy might show is the extent to which

- (a) the nature and quality of DGW as an innovation was dependent on Button's own charismatic and vigorous leadership of training sessions
- (b) how "group-worker-proof" the innovation proved to be when re-interpreted by local training teams.

The experience in Bucks C.C. at Green Park, referred to in Chapter IX will certainly show emphasis on specific aspects to

the omission of others.

Thus the innovation was extended to other local authorities. Even U.S.A., Australia and Eire received short-term intensive training programmes. Bucks C.C. would have been involved at this time through the Youth Service. At this stage it would be true to say that most of the training was carried out under the auspices of the Youth Service training departments, rather than through the advisory departments involved with secondary schools, though many youth workers would have been employed as youth tutors, based in youth centres on school sites or in the schools themselves.

The momentum of this organic development was maintained after 1975, with the establishment of an Action Research Project, funded by the Leverhulme Trust. Of the fifteen training teams, each representing a single local authority, recruited at this point for the duration of the 3 year Action Research project, nine had secure training teams, three continuing at a "tentative level" and in all the other areas individual trainers remained by the end. Button also finds that "it is interesting to note that the work has spread as individual trainers have moved to new areas." (Button ARP R 10) When Button writes in that way, it is difficult to resist the analogy of spreading the gospel through the disciples.

Where schools are concerned it must have been difficult to know at which point to make an entry

- (a) the schools themselves?
- (b) the initial training establishments?
- (c) LEA advisory departments?

What Button had recognised by 1978, was that the project, though

receiving enthusiastic support in some quarters, still retained a mystique and an isolation from its context, that was preventing further development. What was needed was "the adaptation of the programme to the institution, and the modification of the

33. institution in order to absorb the new approaches." (Button ARP R)

The critical question to ask here must be, was Button extending his pragmatic approach to a dissemination strategy? Chiselling at the programme and at the contexts in order to make them fit? Was it coincidence that suggested that DGW was the answer to an increasingly specified need? or was this an example of a need being rationalised to accommodate an innovation?

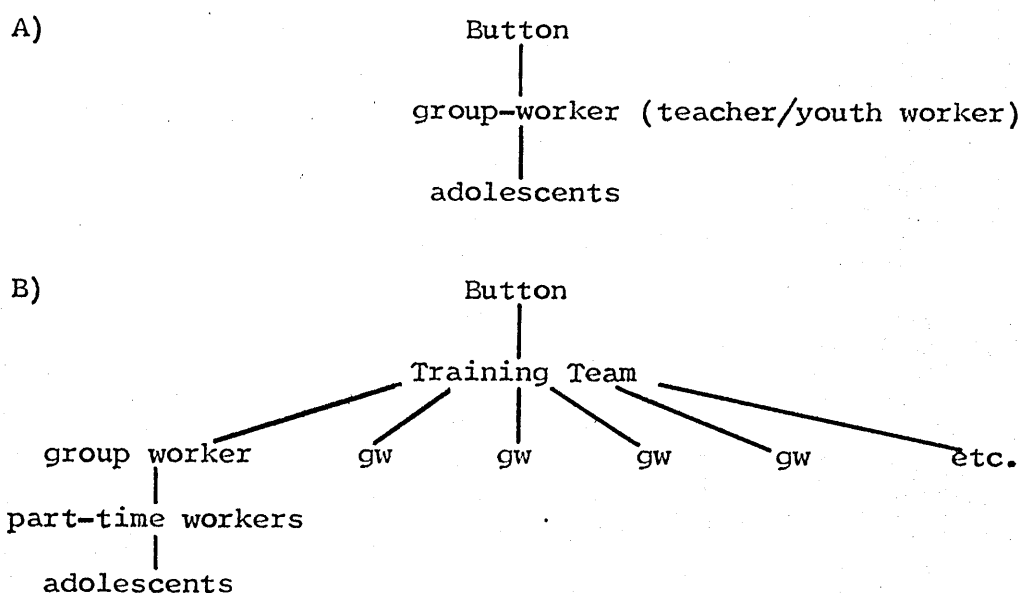


Fig. 1 Training Strategies

In Figure 1, training strategy (A) depicts a model through which Button directly trained group workers in their work with adolescents. Presumably this represents Button's influence at its most pure. Training strategy (B) shows several inserted stages which then lie between Button and adolescents.

The implication of strategy for dissemination (B) is the reliance on the training structure. It is not the only

manifestation of the innovation for the uninitiated, though my impression would be that most would come into contact with a training course first, before meeting either of Button's two books. The books include descriptions of activities and appendices which contain various instruments to use, alongside the rationale for group work. My view is that it would be unlikely for a would-be practitioner to pick up the book and use it as a workshop manual as if they were about to do some work on the car. Techniques to be employed, qualities and skills required, strategies to be followed are all explicitly described, but I would imagine that the would-be group worker might still be left at the end of the book wondering what "it" is. Most group workers, who work through DGW, will probably know what "it" is through a training course.

The dissemination strategy for schools had a similar character to that involving the youth service. The recruitment of interested local authorities, leading to the establishment of training teams, the training of one or two individuals within a school who would, after gaining experience, be prime movers in their own school and bring about the opening of consultation with colleagues in school, was the suggested route.

Particularly crucial was

34. "(e) to encourage the prime movers also to lead an examination, in their schools, of the pastoral role of the form tutors, and the contribution that DGW could make to the approaches and programmes used." (Button ARP R)
- This aspect, as well as being pertinent to the timing of the introduction of an innovation, within a school, also may reflect something of the management and organisational style.

The "prime-mover" may be the head, or deputy. Equally the "prime-mover" may be a scale one teacher. There may be considerable differences in the impact of attempts to carry out what is suggested in (e) and may have much to do with the ethos and organisation of the school.

As a result of this two/three year impetus, carried out in 5 LEAs Button felt that he had established that the programme had been particularly effective in training trainers.

35. "The programmes were especially successful in training trainers. The local authorities who entered the project in September 1979, with a clear intention of establishing their own county training teams, were self-contained in their training programme for the year 1980/81, with only some consultancy support required from the director of the project. Effective training at county level was undertaken by assistant teachers from the participant schools, who had grown in assurance as they helped to stage courses in their own schools. Many also helped their colleagues from other schools in their school-based training programmes.

The extension phase of the project has demonstrated:

- (a) that tutors can be taken rapidly into more sophisticated approaches to the form tutor's role;
- (b) that, with carefully planned strategies, a developmental programme can be put into motion that will ultimately affect the pastoral work in the school as a whole;
- (c) that school-based training programmes can be staged by teachers for their colleagues in school (although in a number of cases they have sought the support of project colleagues from other schools in their area);

- (d) that school-based support groups can be established, through which colleagues can support one another in the day-to-day work with their pastoral groups;
- (e) that county training teams can be drawn from serving teachers.

In order to ensure success in all this, it is possible to identify certain pre-requisites.

- (a) that the local Education Authority must provide some effective leadership at county level, and ensure that the participants feel that their efforts are valued;
- (b) that the head teacher and the management team need actively to support their training team in the school, and gain the general support of the other members of staff;
- (c) that there is real concentration on training trainers, as well as the skill of working with young people;
- (d) that the support within the school should be expressed by making time available, both for the work with young people and for the training and preparation of the teachers involved."

Training trainers at LEA level is one stage. It is another stage for these LEA trainers to train teachers to implement DGW programmes in school. It is another stage for these "trained" teachers to take the responsibility for training colleagues in school. Here I think Button underestimates the difficulties that teachers face when placed in the training role in school; it appears to be omitted as a major plank of the initial training programme. It allows another stage of distortion, or re-interpretation, or adaptation to occur within

the process. This stage coincides also with the publication of the teacher's handbook "Group Tutoring". Finally it places an emphasis on the training experience which in practice seems to taper off in impetus when it comes to carrying out fieldwork.

It is a distinctive feature of both DGW and ATW, that as

36. Button says "the general experience tends to be significant or even moving for many teachers, since they are inevitably drawn into a personal, as well as a professional experience. It is most important that there should be time for members of the team to discuss issues that concern them personally, without the competition of having to rush on with a programme of activity." (Button ARP P.23)

It is both ironic and paradoxical that this is the case. The significance and emotional nature of the experience for teachers is both a justification of the effect of the programme, and an instant obstacle for those teachers who would find it difficult to handle such an experience with others. ("I would not want to put children through what I've been through!") In confirming the value of such a programme and adopting it at a more primary level, the teacher may well prefer "to rush on with a programme of activity".

Button gives the impression that the extremes of personally-orientated or activity-based work are less desirable than an approach which incorporates both.

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CHAPTER III

Active Tutorial Work - A Lancashire Curriculum Project Published by Basil Blackwell

Active Tutorial Work is a set of published materials for the use of teachers in secondary schools for work with students from the age of eleven to eighteen. The books were published in separate volumes, one for each secondary school year, and first appeared in 1980 in their published form. They contain programmes, materials and descriptions of activities for use by teachers in their capacity as tutors of a form or tutor group; the books focus on the area of personal and social education.

It is the purpose of this chapter to examine the nature of the materials and programmes, and offer an appraisal of them, in the light of their development from Developmental Group Work. (The next chapter describes stages by which Active Tutorial Work developed from Developmental Group Work and other influences). As with DGW, ATW has been disseminated both through training courses and publication. A fundamental difference here is that Button's book is a description of a process with its underpinning rationale and philosophy, a text book for teachers to read and absorb; Active Tutorial Work is a published sequential programme of activities and materials, if necessary for use straight from the page. Both innovations rely on training courses. Another difference worth noting at this stage is that youth workers and teachers would be more likely to first meet DGW through a training course; teachers would be more likely to first meet ATW through the publications. Schools, in developing programmes for use in their tutorial sessions, would have been recipients of advertising and would have acquired sets of copies for use by tutors in school. The books offer "ready-to-

use" materials, and the appendices which are published at the end of each book may be reproduced without payment or permission. The appendices contain activities, games, simulation exercises, pro-forma for use in tutorial lessons.

Each book includes an introductory section of over 20 pages which contain notes and guidance for the teacher; an outline of aims and objectives; more specific objectives for the specific year group; notes about particular activities or processes which feature in that particular volume, for example "Working in Groups", "Action Research", and "Notes about Study Skills and Role Play". The main body of each book is then given over to a programme organised on a termly basis. Each part of the programme includes itemised "Pupil Objectives", "Activities", "Organisation and Method".

1. Andrew Collier, the Chief Education Officer of Lancashire, is quite clear about the aims of "Active Tutorial Work" - the explicit aim of the "fostering of an efficient environment for learning." (Foreword) What is also clear from the foreword is that ATW is as much an approach as content; that it is a "sensitizing agent" and that it is "concerned with feelings and with awareness."

The authors, a large writing team under the direction of the Project Directors and Programme Editors, Jill Baldwin and Harry Wells, felt that there was a need to supplement the already existing range of materials currently available for tutorial work with a programme that encouraged personal growth and the active participation of pupils. That programme was based heavily on the work of Leslie Button and Doug Hamblin, both then at Swansea University.

2. "It is important to emphasise that the resulting programme is not an ad hoc collection of materials; there has been a determined effort to create a rationale for the work, i.e. that it is developmental and has clear aims and objectives stated in small simple steps wherever possible so that teachers and pupils can observe for themselves that something is being achieved.

..... To sum up, this tutorial programme is not concerned with the administrative side of a teacher's pastoral role, nor with crisis-counselling. Instead, it is concerned with assisting a young person with his own normal growth and development, with developing his social competence and with weathering the passing 'storms' of growing up to become increasingly the master of his own destiny." (P.vi-vii)

The two themes that emerge here, that I would choose to note, is the intention that the work should be developmental, and that the autonomy of pupils is an explicit aim. Both of these feature in DGW.

The programme is linked firmly to the context of the school and its organisation. Certain areas of work are highlighted at certain points in time, predetermined by the project's anticipation that some things are likely to feature in the programme of most schools. For example, all incoming pupils in the first year of secondary school will probably go through some kind of induction programme; most schools ask their pupils to make a selection of subjects or courses towards the end of the third year, in preparation for the two-year syllabus courses in the fourth and fifth year leading to examination. Tutors therefore may use that opportunity to intensify work on careers, further

education, etc.

What is not explained, either in the introduction or in the notes "To the Teacher", is what actually constitutes the concept of development. How is it meant to work? The writers state that there is a rationale behind their sequence of sessions; it also suggests that the tutor need not keep to it and suggests that it may not fit into the tutor's needs at the time; it also implies that teachers will dip into it and pick and choose the

3. activities that they would use. "We hope, however, that you will not choose only the 'safe' topics and approaches, but will branch out and tackle those which may be more demanding and problematical for you" (P. xiii) It may be a false assumption that, at the time of writing, many schools had fully developed tutorial programmes of which ATW could form a part. My own experience and information is that this is not generally the case, though it is a swiftly expanding area of the curriculum. It is more likely to be the case that ATW will provide that tutorial programme straight "off the shelf".

The main point that I want to make here though is that if the teacher does not follow the sequence of the programme from the book, what then is the rationale for a step-by-step development? Is the team suggesting, in the same way that Button was prepared to accept a "lower common denominator", that the teacher who is "picking and choosing will do so with developmental rationale behind their choice"? It is implied that the tutor has a particular set of needs in relation to the tutor group, but it does not suggest what the basis of these needs might be. Button

is quite clear that the group worker, with a number of objectives and aims in mind, and with an insight that may

anticipate the direction of the work, takes the direction based on a self-diagnosis that helps a group and the individuals in it to be self-determining. In ATW, that anticipated sequence is made explicit in print, in the programme. What is not explicit is the basis of any alternative developmental strategy to be used if the book's programme is not followed. On the one hand, the books appear to present a sequence of sessions, with its own built-in rationale, its own internal logic, but perhaps isolated from a developmental process which may take its direction from the initiatives of students responding to the implications of their own diagnosis. The writers do argue that the materials need to be augmented, supported and illuminated, by training courses.

The general introduction goes on to outline the "stating of objectives". The writers, in appreciating that it is fairly common to find objectives clearly stated at the front of subject syllabuses, usually combined with some kind of demonstrable evidence of the learning having taken place, i.e. in examination or test, suggest it is not usual to find objectives so clearly stated in the area of tutorial education, the affective and socio-emotional part of learning. The writers then go on to propose that it should be possible to state clear objectives for affective education, and propose the following:

4. " a) That the personal development of the pupils is as important and should be as carefully planned and organised as their cognitive development.
- b) That a planned scheme for personal development will enhance and underpin all the cognitive learnings planned by the school." (P. xv)

Whilst one might not argue with the sentiment in (a) and one might agree that (b) is probably true, it may confirm to the reader that there is a hierarchy of learning and that the affective part is separate from and subordinate to cognitive learning. It may confirm that a school's main priority is intellectual development. If this is what is meant by the "tutor's needs" then it may be that there is also a hidden agenda in the rationale for ATW.

5. " c) That objectives for personal development should state the type of behaviour to be observed so that, if it is observable, some attempt can be made to measure the change and assess whether objectives are being achieved. It should not be assumed that they are being achieved."
(P. xv)

There are a number of issues and problems here. Each page in the detailed programme states the "Pupil Objectives" for a particular piece of work. For example in the Fourth Year Book, Spring Term programme focusing on "Stereo-typing" the "Pupil Objectives" are:

6. "To examine his reactions to and demonstrate his awareness of the ease with which people are typecast and then dismissed, e.g. people whom he knows and 'labels' and groups of people within the community" (P.34)

The objectives are clearly the ones to be held by the teacher for the pupils, and presumably define something about what is to be learned. Presumably the behaviour becomes observable at the point when the pupil "demonstrates his awareness". I can understand that in making the statement about the behaviour to be observed, the team would want, for its own

benefit as well as for the benefit of others, to demonstrate that the programme was having some effect. Such an evaluation here however seems to be more prescriptive than descriptive, particularly when all the behaviours are itemised so thoroughly. No indication is given of how measurement could take place; this would be necessary, especially as teachers would be less likely to be aware of measuring strategies in the affective area of learning. If the emphasis of the ATW programme is towards skills, and teacher skills for implementing the programme, then if there is to be a process included, it seems to be included in the structure of the materials.

The objectives come out of the collective experience of the writing team and the resources that they drew on. In putting the stress on behaviour, and external change, it raises the question about the nature of the learning which, in the affective area, is to do with thought, and work on values, attitudes and feelings. The main priority can appear to be external behaviour as opposed to internal change. It seems to be concerned with application not internalisation, with skills not necessarily understanding. This is not to say that understanding cannot come from an approach which focuses primarily on skills. Being observable does not necessarily imply measurement, but measurement does imply that there is something observable to be measured. To quantify or measure the behaviour in some way is, in my view, to place the emphasis on an element distinct from the actual focus of the learning, in terms of attitudes for example.

7. " d) The objectives should state what the pupil can achieve in observable behavioural terms. There will be different levels of achievement, as a member of the class group and as an individual, and the pupil himself should be central

to the process of keeping the objectives under review" (P. xv)

The emphasis again seems to be on behaviour. "Level of achievement" is not explained. It may well mean skills and competences which can be acquired and graded, but does continue to stress performance as distinct from process. Though stating that pupils should be central to the process of keeping the objectives under review, the notes do not suggest that this might be in conflict with a model in which the objectives are not set by the pupils. If the process, within any part of the programme, is still to be developmental, how is the pupil involved in it? How much responsibility lies with the pupil? Or is the teacher still responsible? Button wanted the group worker to have objectives for learning, and in this respect there is a parallel with the two innovations - though the ATW ones are spelled out quite specifically. Within the context or content of a particular part of the programme, Button is clear about the process by which further objectives are generated by the members of the group of pupils. The ATW book does not make it clear as to how these further developments emerge.

The institutional nature of the school context, and the programme and organisation of the school may of course dictate the nature of many of the objectives. The notion of pupil autonomy here seems less individualised in the sense of Button's view of democracy. Both teacher and pupil find themselves in a position where autonomy in terms of self-determination may only express itself within a narrower framework; or it may be that in understanding and accepting the nature of their immediate and wider society, pupils may achieve a degree of autonomy. The

difference here, I think, is that Button would see changing the environment as one possible aspect of self-determination, whereas Baldwin and the ATW team see the individual's self-determination operating within a pre-determined context. DGW puts the emphasis on the process, and autonomy to be achieved through action, negotiation, diagnosis, etc; ATW puts the emphasis on behaviour objectives.

8. "e) Objectives should be unambiguous, should communicate to others a clear intention, and give an indication of content. A simple but important criterion is: 'What will the pupil be doing?' " (P. xv)

The ATW model certainly, in making its operation so explicit, is less open to the charge of being manipulative than is DGW - Unless of course one levels the charge that the rationale behind the whole ATW programme is one of social control and is thus extremely manipulative.

In the next section, "Working in Groups" the writers outline the step-by-step discussion method, Socratic discussion, as detailed and developed by Button. Where the explanation varies from Button's is in the description of the role of the teacher.

9. "The teacher's role is to encourage contributions from one group after another, to move in close to the groups from time to time, to intervene, to suggest points missed, add emphasis, crystallize, support and draw out the timid and soft-spoken, and yet demonstrate that he is including everyone in the general exchanges" (P. xvi)

This seems to underline more of an authority role than a facilitator or enabler role. It does not clarify on what basis intervention should take place and does not appear to be as

exploratory or as open-ended as Button's approach: Where does the process of adding emphasis, crystallizing, or suggesting points missed enter? There is a suggestion of a carefully worked out teacher agenda. This is true of Button too, but he goes to great length to make a distinction and talks about flexibility, openness to change of approach, spontaneity, etc. In the Active Tutorial Work description it would appear that the number of roles available to the student is limited by the fact that the teacher is strongly taking a teacher role, albeit in a less didactic way. Providing too much material and information to the students may also encourage them to do less work and look less into themselves for resources or responses, feeling that they do not have the initiative.

Doug Harwood, also comments on other possible outcomes.

10. Anxieties felt by the teacher "may tempt him to return to the relative security of 'teacher' or 'policeman' roles more frequently than is in the group's best interests." (P. 101)

If a teacher views the act of giving pupils more scope to be self-determining, responsible, challenging etc. as a partial relinquishing of power and authority position then it may be understandable that threat and anxiety may lead the teacher to re-assert himself/herself.

Harwood notes too that there is a fine distinction between the covert control of Socratic discussion as outlined in ATW, and the role that Button's group worker takes in "knowing" more-or-less the direction in which a group is likely to go, to anticipate the direction without actually determining it. And

11. Harwood notes that "It is little wonder that Button is aware that 'we may be accused of manipulation'." (P. 102)

Neither innovation is suggesting that the group worker be neutral, though Button's group worker is probably the nearer of the two. ATW seem to encourage quite a directive line of approach. DGW suggests an approach which appears to be neutral, but in the last resort is also called to shape and channel the direction.

12. "Are we to be so neutral, that, for example, we shall not attempt to steer young people away from anti-social activity which bears directly on their neighbours? And when we see that a youngster's unhappiness arises from an inability to get along with his peers, are we not to act upon this insight which may have been denied to the youngster himself?" (P. 69)

In looking at the contents of the Fourth Year Book, other characteristics emerge. The framework of aims for fourth years is set out, listing 14 aims which are held for fourth years. This seems to propose a strong framework of aims within which the students are obliged to work. Many of them too more than hint at a context of control required by the school's organisation. For example

13. "To recognize and meet the differing demands of upper school courses, project work and examinations". (P. xiv)

I am not arguing with the sentiment here, but feel that the project has not come to terms with the conflict inherent in the teacher's role as "teacher" and "group worker". For a programme, to quote the foreword, that "is concerned with feelings and with awareness", it is interesting to note that "Feelings and Emotions" are dealt with on Page 16.

If one looks in detail at some of the sessions, then other things become clear. On page 2, for example, under the column Pupil Objectives, it is clear again that these objectives are set for the pupil by the teacher. In fact they are completing a timetable blank. (See overleaf)

The part of the programme quoted on Page 6 involves the use of quite complex appendices and the task is spread over a long time, covering several pages and implying a number of sessions. It appears to be relatively sedentary and one wonders if the "Active" element of ATW is also constrained to some extent by the school context.

Is it a problem related to the nature of the format of ATW in its book form, that it runs the risk of being implemented without the supplementary support of training courses, and this is likely to lead to a more mechanistic or superficial level of activity and work?

- On Pages 12 and 13, a fairly mechanistic activity, ticking boxes followed by discussion is followed by an activity which is
14. "aimed at highlighting personal attributes which are causing dissatisfaction and at giving an opportunity for group members to offer advice on steps towards a change." This certainly seems to alert fears that teachers might have about taking the "lid" off. Although the content has a context, coming as it does after activities focused on personal assessments; it does not appear to have a context where trust has been established. Similarly it invites difficulty because the activity is posed in negative terms i.e. "dissatisfaction". This would appear to be an activity requiring trust, assurance, confidence and security. If it is not intensive, or emotional, then perhaps it becomes

Autumn term

NOTE: The majority of pupils will now have chosen the subjects which they will be studying for the next two years. In some cases the constitution of form groups will have altered and in most cases each form will consist of pupils whose individual time-tables differ.

Pupil Objectives	Activities	Organisation and Method
To demonstrate his grasp of the demands made upon him by his new time-table, choice of courses and organizational changes by responding to questions from the teacher and from his peers, in small group situations.	<p>ALL CHANGE Meeting new demands Receiving new time-tables for the coming year.</p> <p>Inserting core subjects.</p> <p>Checking option choices.</p> <p>Inserting optional subjects.</p> <p>Checking entries in pairs.</p> <p>Are we in sets? Which teacher? Which room?</p>	<p>You will need A large time-table blank for the blackboard A blank time-table for each member of the class Form list/option list and Set lists where possible</p> <p>The teacher issues each member of the new form with a blank time-table. He then begins to complete the large, blank time-table on the blackboard, referring to core subjects by name (e.g. English, Maths, Games, etc) and to options by their numbers. It may be necessary, at this point, for the teacher to check that each pupil knows which subjects he has chosen as his options. Pin up in the form room a form list indicating options chosen. After 'Option' has been written in all the appropriate places on the large blackboard plan, the teacher can remind pupils of which subjects make up Option 1, so that they need enter on their personal time-tables only the subject of their choice. Then proceed to Options 2, 3, 4, 5, etc, in the same way. If the pupils work in pairs, they can check each other's time-table entries as they proceed, adding the names of staff and rooms, as appropriate. It will be helpful if Set lists could be obtained where applicable so that details of set, teacher and room can be accurate.</p>

2

Fig. 2 Active Tutorial Work Fourth Year Programme

mechanical and superficial. The word "game" is frequently employed, and one wonders whether children may treat the activity concerned as a game, either to avoid awkward emotional exchanges in a group or because the climate has not been established in the group where such activities can safely take place.

We return to a more precise school context with a discussion of homework before moving on to Page 16 and 17 which deals with "Feelings and Emotions". Once again the activity appears to be mechanistic. If teachers actually do pick and choose only the "safe" activities, then would it be likely that teachers would choose those activities that are mechanical, and would avoid areas that might provoke emotional response of one kind or another? Another difficulty, unmentioned by the writers, is that many tutorial periods are quite short, perhaps 20-25 minutes or less, covering the period of time allocated to registration and assemblies. What this may mean, presumably, is that there may be time to carry out introductory activities as warm-ups, but less or no time to follow up with more intensive discussion work.

If the objectives seem to be the main factor in determining the nature of the activities intended for use to achieve them, presumably, in behaviour terms, the objectives have been achieved if the observed behaviour, i.e. the activity, has been accomplished. What has not been achieved is the establishment of objectives by the pupils. This surely is significant. If the key aspect about Active Tutorial Work is the approach, the book seems not to reinforce the approach. The range for setting of objectives by the pupils is limited, and notions of autonomy must be queried by students especially when faced with the activities on Page 49 dealing with school rules. As Hargreaves

would say it is difficult to authentically discuss student self-direction and autonomy when the school decides what clothes they shall wear.

In summary then, the book would appear to provide teachers with a large number of materials and instruments with which to engage students in work about themselves, in group, school, family and community contexts. The book discusses approaches and the philosophy of establishing responsibility in students, but this appears to be more directive, less autonomous and more institutionally bound than the model of DGW that Button proposes. I shall be looking, in Chapter 10, to see whether county-based training courses build on and illuminate the materials in the book in the training of the "approach".

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CHAPTER IV

Active Tutorial Work - Genesis and Development

In the previous chapter I have described the final published version of Active Tutorial Work, as published in year books by Basil Blackwell. I have also intimated that Active Tutorial Work was developed partly out of the work of Leslie Button and Developmental Group Work. In this chapter I want to trace the origins of Active Tutorial Work, noting the point at which Button's influence was made, and reviewing the changes of state of the innovation as Developmental Group Work developed into Active Tutorial Work. (It continued to develop its other identities elsewhere at the same time.) I then want to look at some of the implications for training teachers and other broader issues.

In Lancashire the impetus for development of work in the personal and social education aspects of school curricula came through Ken David, the Adviser with Special Responsibility for Education for Personal Relationships, and began in 1972. Writing later, in a collection of essays edited by Doug Hamblin, Ken David states that

1. "The purpose of education is two-fold - to provide opportunities for learning and gaining qualifications and to socialize pupils. 'Personal relationships' are obviously linked with the latter aim and with the task of preparing youngsters for living in families, at work, in communities, and living with themselves as healthy autonomous individuals." (P. 225)

This may be ambiguous but it leaves the distinct impression that healthy autonomy comes about after socialization or at least that it is subordinate to it. This would be consistent as a stance with what emerges in ATW. The other implication is that of

shaping the youngsters to 'prepare them for living in their society'. The notion of personal and social education having some wider utilitarian purpose to support the first "purpose of education" is reinforced when David goes on to say:

2. "Pastoral care is primarily about efficient learning.....
 The first priority of pastoral care, therefore, is to support and encourage efficient learning; counselling, tutorial groups, welfare and referral systems are to do with the efficiency of a school as a place where people learn. The second priority..... is concerned..... to develop attitudes which will support and improve society." (P. 276)

As the adviser primarily concerned with developing a strategy of pastoral work for his authority, Ken David was obviously aware of all the contextual constraints that would inevitably shape the strategy of pastoral care development. If his comments above are a major philosophical concession to such a context, then they are probably also responsible for determining the nature and style of the curriculum innovation which later was to be published as Active Tutorial Work.

3. As early as 1972 as a direct strategy, the authority's advice on pastoral care matters was distributed to the heads of all secondary schools. "..... I chose the direct statement at an early stage. Comprehensive re-organisation was producing changes in many schools, including new pastoral structures and appointments." (P. 227)

Having received a warm welcome from heads of schools David initiated an in-service, in-county training programme and, like Button, chose a model of training and dissemination that

increased the overall speed of the programme.

4. "Another urgent necessity was to encourage in-service training within schools, and delay in starting the training of trainers within staffs would be regrettable."
(P. 227)

Early courses were directed at heads, and then, shortly afterwards, deputy heads. It is not made explicit, but the impression here is that David does not see heads and deputy heads as the trainers; but they are obviously important if the work with other staff as trainers is to be succoured. Work on management, leadership, co-ordination of Education for Personal Relationships (EPR) programmes and staff-relationships was, it appears, seen as the way of ensuring that developments received the understanding and active support of the heads of schools. Their attendance for part of the EPR residential course, at which members of their staff would be present, was seen as important. For a curriculum innovation in which approach was stated to be as important as anything else and which characterised the nature of the training courses, one wonders why heads were not encouraged to attend the whole of the EPR courses themselves, especially if the approach used might appear to be significantly different from most other approaches used in schools. Perhaps the answer to that question lies in the earlier comment that the priority of pastoral care was to encourage and support efficient learning - as if that was something different, and of a different status to pastoral work itself.

The main thrust though, came through the county residential courses, two a year, which have run since 1972 and which have always been oversubscribed by the authority's teachers. The

main acceptance of training places has been of deputy heads, teachers in pastoral posts and younger teachers.

- These have been supplemented by local courses of varying lengths and focus. Certainly the nature of the county course was wide in range and nature. A new course in fact allowed for
5. "a deeper reflection on the form tutorial period and the form tutor's role, and gives an opportunity to look harder at the processes of learning. It has enabled the authority to strengthen the argument that academic and pastoral work must be seen as essential partners in the development of pupils" (P. 233). Local area developments and individual school developments augmented by County advisory support were encouraged.

This is an interesting area, because the awareness of the school context, and in particular the awareness of the status of the academic curriculum seems to be paramount. Pastoral care seems to be described as a lubricant for what might be rusty machinery or in the case of the new machinery (the comprehensives) a way of solving teething problems.

- Hamblin too, in "Problems and Practice of Pastoral Care" in his introduction suggests that his contributors see pastoral care as an essential part of efficient secondary school education.
6. "It is neither a luxury nor an irrelevance but an essential element in the attainment of the educational objectives of the school." (P. vii)

This does nothing to dissipate the impression that pastoral care is seen as a means, and not as an end. In the next paragraph he talks about providing "pupils with the skills necessary for achievement" and to find a way which "boosts pupil performance and reduces tensions within the school". This is the type of rhetoric

that leads sceptics to query whether this is just a more subtle form of social control. Although there is an emphasis specifically in the social and emotional aspects of education, it is rooted very firmly in the institutional context of school.

One of the developments of tutorial work in Lancashire came through the work of the curriculum development centres in Burnley and Blackburn. Two curriculum development officers, Harry Wells and Jill Baldwin, in conjunction with a group of secondary school teachers wrote tutorial work materials. Baldwin writes, in an article in the TES (17.4.81)

7. "The 'Lancashire Project' grew out of Dr. Leslie Button's Developmental Group Work Project which is based at Swansea University, with which the curriculum development officers were associated in 1973-5. The books were written, initially, as a local curriculum development project, in response to the demand by teachers for materials and guidance in their role as form tutors. This demand had arisen in Lancashire as a result of in-service training undertaken by Ken David, the former County adviser with special responsibility for Education for Personal Relationships.

"Schools had been encouraged to re-examine their pastoral system and to ask themselves a fairly fundamental question: Is what we think is happening really happening? Followed closely by a critical look at their aims for pastoral work, teachers began to recognize the need for a more structured approach to helping young people in their personal growth and development.

"The problem for the curriculum development officers, working in the teachers' centres was not only how to provide the

materials which the teachers were asking for, since there did not appear to be a great deal available but, more importantly, how to give the teachers skills with which to approach their form tutoring in such a way as to actually affect their pupils' personal skills and engage them in their own growth and development."

There are a number of points to be made here. Firstly, in the cycle of events which characterise any curriculum innovation, it is interesting to note that Jill Baldwin's interpretation suggests that the need was actually created, by deliberately increasing awareness amongst heads, and, presumably, by the authority issuing statements of policy and direction. Having accepted the case for "pastoral work" teachers began to look around for the means by which to accomplish it. This brings me to the second point which emphasises the teachers' emphasis on materials as the first thing to grasp for. Having been influenced by Button, Baldwin's desire was to promote an "approach" alongside any production of materials and this was reflected in the wish to give teachers the skills to accomplish an effective use of the materials in the sphere of "personal relationships".

The resultant training course was entitled "Working with Groups - Education for Personal Relationships" devised by Jill Baldwin in her capacity as a Curriculum Development Officer. The outline of the course programme describes the eight week contents. In the Introduction Baldwin states that

8. "Every classroom has the potential for social experiences which are as important and may be more so, than the transmission of knowledge..... The course members will consider the use of the tutorial or form period for

examining aspects of relationships under the following broad areas:

friendship, self-awareness, authority and leadership, groups and group pressures, social competence, sensitivity and awareness of others, and relationships with parents."

This latter paragraph reads as a list of topics and is mirrored in the outline of the eight-week programme. The first two "aims of the course" are defined as

"1. To develop an awareness and understanding of the importance of friendship, peer group relationships, and pressures, awareness of self and self-esteem.

2. To introduce teachers to a variety of techniques, activities which will help them to develop a deeper knowledge and understanding of their pupils."

So it would appear that the teachers' quest for materials was over. Baldwin acknowledges the three sources of materials as Button, Hamblin and UNESCO. A survey of the materials in the course booklet indicates that Button was the major source. The instruments, activities, strategies for contracting a group etc., are directly taken from Button's work. Some of the pro-forma are taken verbatim from Button and are acknowledged. Many have been slightly adapted but remain largely as in the original, and unacknowledged.

Each week's work covers a number of topics with an outline of activities, suggestions for discussion, rationale behind certain strategies, mostly recognizable from Button's work. Some of it appears crude and simplistic in comparison with the

original. When Baldwin gives an example of step-by-step discussion as an edification of Socratic discussion method it is simplistic, and is only developmental in that one simple question follows another.

Whilst large areas of Button's work have been included in the programme there are major omissions. At "the very core of our work", for Button, is the model which makes the connections "between one action and another". The shared diagnosis with the youngster taking the central role in the investigation and the decision-taking underpins the cyclic developmental model which he developed. This model, or anything like it, is completely omitted in the Baldwin course. The whole area of action-research which takes the concept of "diagnosis as intervention" and places it into a wider societal context, is also omitted. These two processes are, I think, the two major pillars of DGW and are what make it a process-based programme.

In "Working with Groups" they are replaced by a series of topics. Each topic has its own internal logic to some extent, but there is no over-riding logic connecting any of the units, and the emphasis is on activities, techniques, and the skills for putting them into operation. If there are objectives or "purposes" they are connected to the interest value of the activity itself. In responding to the plea, Baldwin has collected together a package of suitable materials from a number of sources, primarily Button, but has removed the underpinning developmental rationale for them and, at this stage, has not replaced them with another. As we have seen in Active Tutorial Work, the school year and its attendant organisational context are to provide the main developmental basis for the sequence of the programme.

Button's developmental model is primarily aimed at achieving the autonomy of the individual, and one must now suppose that this is to be achieved by other means, or not at all. But then, the autonomy of the individual is not an expressed aim of the course. The first two "aims of the course" quoted above are teacher-centred, and that also applies to the remaining three aims. At no point in the booklet is a rationale explained, though the notion of autonomy is included in Baldwin's article in the TES.

9. "If helping young people to understand themselves and how they interact with others; to develop personal autonomy and self-respect; to participate in their own learning and develop confidence, competence and flexibility of response to new situations, is an essential part of education, it is of paramount importance that we be aware of what we, as teachers, bring to the situation. Training provides teachers to involve themselves in their own personal and professional development, as well as explore the practicalities of using Active Tutorial Work in school."

What this clearly emphasises, and it is evident in the text of the earlier in-service course, as well as in the nature of the later ATW in-service courses, is the importance of giving the skills, techniques, competences and materials to the teachers for them to put them into operation. We have seen, in Chapter II on DGW, how Button lays stress on the qualities he requires of his group-worker, whilst at the same time conceding that he is being unrealistic. The thrust of his training however is on personal development as a basis for skills operation, as we shall see in Chapter IX in contrast to Baldwin's emphasis which appears to be

on the skills themselves.

Is it possible, in Baldwin's model, for all tutors to be effective in personal and social education, simply by acquiring the necessary skills, or do they need to be underpinned by other personal qualities to enable them to be operated effectively? Button would say yes, and Hamblin would probably agree with him.

In discussing the role of the teacher as counsellor, but building bridges to psychotherapy and group counselling, borrowing similar sources to those of Button he says:

10. "The personality of the counsellor will influence the transactions which occur between him and the pupil, and not every teacher can create the conditions necessary for honest self-exploration and helpful communication. Particular personal qualities should exist in the counsellor if the counselling is to be successful." (P. 11)

Hamblin quotes evidence from Truax and Carkhuff, that claims that, on average, counselling and psychotherapy were no more effective than no counselling or psychotherapy. If the teacher does not already possess the requisite personal qualities, is it actually possible to acquire them, like skills, as implied by Baldwin? The Truax and Carkhuff research went on to isolate three areas of personal qualities which seemed most necessary:

- a) The capacity to empathize
- b) Spontaneity and genuineness
- c) The capacity to create an atmosphere of non-threatening and non-possessive warmth.

What is the human raw material which can be fashioned in these ways? Are they skills or qualities? My view would be that empathy can be objective and consists of individuals

increasing their awareness and capacity to identify with another's situation and as such can be trained for. I think the same applies to c). b) is more difficult with both spontaneity and genuineness suggesting strongly that this is an individual being authentically-motivated to action by inner qualities or concerns. All might have implications for conflict within the teacher-role.

11. "Doubts have been raised as to whether or not it is possible to combine the teacher and counsellor role." (One could presumably substitute the term tutor or group worker for the word counsellor - my parenthesis) "The argument against combining them states that the teacher occupies an authority role and this would inhibit communication and the development of trust between the counsellor and the pupil." Hamblin's own answer is that "it does not give the adolescent credit for being able to discriminate between the behaviour of the same person in different situations". Hamblin makes a strong distinction between group guidance and group counselling. "Group guidance is a process which can be very exciting and which may include many opportunities for innovation. In it the counsellor's major task is the provision of information, the leading of discussion or some activity which reinforces the objectives of the school." (My underlining) "The normal unit for group guidance is the form. Group counselling differs because there is no assumption of any specific common goal beyond the resolution of personal difficulties." (P. 190)

This point is raised, from a different aspect, in "Organization without Authority", Ann Swidler's interactionist view of two free schools in the United States. She considers the dilemma, or in-built contradiction which many teachers who have

- pastoral responsibilities have felt for some years now. The
12. "structural contradiction of teaching" has on the one hand "the need to maintain formal authority" and on the other the "need for emotional ties that undermine that authority." (P. 56)
 13. Quoting Waller "the authority role usually eats up the friendly role, or absorbs so much of the personality that nothing is left for friendliness to fatten upon". (P. 56)

Any teacher wishing to encourage student autonomy may not only have to face the difficulties forced on them by other aspects of their role, but may also meet resistance and hostility from colleagues and the regime of the school. This though implies a particular definition of autonomy. If autonomy here meant being self-determining within all the known institutional constraints of the school, then perhaps there would be no such hostility - the good order and regime in the school being unthreatened. If autonomy here meant that a student may develop a stance which challenged the order, then one perhaps can understand the reaction. The other point to make here too is that colleagues may direct hostility or lack of sympathy towards a teacher whose working methods are markedly different. A further tension is then introduced if a teacher feels that their "spontaneity and genuineness" is checked, constrained and compromised at every point. The problem here then may not lie in the individual teacher, but in the ethos operating at professional level in the school. And for these teachers who actively use their own personality as a resource (either providing them with the necessary qualities to be an effective group worker or counsellor or as content) may, consciously or unconsciously be attempting to achieve authority through goodwill. Peter Blau, quoted in Ann Swidler's book asserts that by this process of negotiation

14. "coercive power is transformed into personal influence".

"Personal influence" is then transformed into "legitimate authority" when subordinates (students) feel "collectively obligated" and "group norms enforce compliance". (P.169) Swidler also quotes another example of a study where "developmentally-oriented" teachers exchanged relaxed classroom discipline for greater academic effort on the part of the students. Presumably, teachers who attempt to work "off their personality" run a number of risks. The risk of rebuttal or rejection is possible and we are reminded again of Hamblin and Button who would assert that not all teachers can be effective counsellors or group workers.

This is a major issue in approaching these two innovations. Button appears to make great demands upon his group worker, but also appears to "settle for less"; in other words having people working at a much more primary level. He too talks in terms of "skills". He uses the word both in terms of group worker skills and in terms of personal and social skills to be learned and developed by young people. Do these skills in the case of the group worker, require a given number of personal qualities on the part of the worker before they can be developed? Button would argue the potential for all group workers to acquire skills, at no matter what level. Certainly though, when he refers to teachers and comments on the didactic nature of some of that breed, it is confusing. He is critical of initial training, of the institutional setting, and of the teachers' inflexibility too. In the case of the students, the same applies. Button, wanting qualitatively different developmental work, would, for all kinds of reasons, settle for less.

Button, a charismatic figure who is probing, challenging and vigorous, demands a vigorous and active leadership on the part of group workers keen to develop autonomous, non-directive ways of working. This must be even more difficult in the classroom situation where, in British State schools, there are more prosaic routine and bureaucratic needs to answer. A syllabus to be followed, attendance to be checked, tasks to be performed by students are all checks on the charismatic figure who perhaps has to buy co-operation in these spheres by doing yet more exciting things by way of compensation. Teachers who choose to work in more informal ways may by the same token find themselves in conflict with organisational bureaucracy. It is not without a price as Ann Swidler states

15. "Social control, through personal intimacy has its own peculiar dynamics: as teachers throw more and more of their private lives into their teaching, what they have to offer becomes less and less valuable to students. Teachers find themselves exhausted, drained, and sometimes neglected. Yet personal relationships still have greater capacity to motivate and involve students than many traditional techniques of social control.

"Both charisma and personal influence create difficulties for organisations. In the first place they are unreliable. Personal influence is hard to generate when it is needed, and in organisations, like schools, that involve relatively fixed roles, those who need influence may find that they cannot mobilize charismatic appeals.

"What may be opportunism on the part of particular teachers, who use personal appeals, tell private secrets, and

stimulate affection in students just to get through the day, is at the same time a way of creating social control in organisations without authority." (P. 81-2)

- In the case of school students the same applies. Not all students may respond, or be able to respond. As Hamblin asserts
16. "The need to pay attention to the relationship between what occurs in the group counselling and the classroom is greater in the group situation than in individual counselling. It is only too easy to release aggression, stimulate hostility unintentionally and to allow the expression of negative emotions, thereby encouraging behaviour which brings the pupils into unnecessary conflict with other teachers." Why "other" teachers one wonders. Hamblin seems to be making an assumption about the relationship between tutor and group which involves conspiracy and complicity. "I have met group approaches where the 'lid' has been taken off prematurely, and this has been very disturbing for the pupils." This implies too that there is a right time to take the "lid" off, and it also implies that "disturbance" is not legitimate. Button feels that change is not possible on a personal level without some level of pain. "Some groups are not suitable for group counselling. There are pupils who are so aggressive that they would absorb too much of the counsellor's attention, and they would constitute a real threat to other pupils. Others may be too inarticulate to participate. Others might be so tense and nervous that the experience would be intolerable for them." Hamblin is also cautious to form groups of a "mixed-ability" nature. I am using the term "mixed-ability" here in the context of language and class. By mixing students of widely differing communication skills levels Hamblin found that much of the work related to social class, "then the unskilled showed resentment and

aggression which undid much of the work." This too begs questions about the normal nature and composition of groups and the purpose for structuring, and re-structuring them. Hamblin fails to mention what the benefits of such co-operative kinds of learning amongst students of different skill levels might be. I do not understand either what distinction he makes between group dynamics and group counselling. What he does say is that a "knowledge of group dynamics is essential" and that a group counsellor, in adopting one of two types of leadership can either be task oriented or, in the other type, be socio-emotionally oriented. Are these basic to an approach and does the group counsellor have to be one or the other? Can they be one or the other? Are the types flexible and/or interchangeable? Do they each depend upon a certain prerequisite skill level or personal quality on the part of the group counsellor? Hamblin advocates a democratic style, and with Button, asserts that student autonomy is unlikely to be achieved by an absence of leadership. When we also look at how Hamblin sets out a model for structuring phases for group counselling, one may see the signs of origins in the world of psychotherapy though Hamblin is cautious not to link the two worlds; he does recognize though that there is "much material of interest to the group counsellor." (P. 192-3)

17.

GROUP COUNSELLING

<u>Basic phases</u>	<u>Sub-stages</u>
A) UNDERSTANDING ONESELF	1) Creating a relationship of trust
	2) Exposure of problems and attitudes
B) ACTION AND ACQUISITION OF SKILLS	3) The Work Phase
	4) Ending the group

(P. 201)

- Adolescence is a crucial factor here. As Hamblin states, it's difficult to create a relationship of trust when working in this area, because the work, by its nature tends to create feelings of or fears of exposure, vulnerability or ridicule, at a time in adolescence when these fears and feelings are particularly strong. The counsellor, in attempting normal developmental work runs the risk of creating crisis where previously there was none. What actually constitutes "development" or "change" may be a moot point. Hamblin, in quoting Tyler, (P. 205) seems to feel that there should be minimal change of personality structure whilst attempting to achieve normal development tasks. And in similarly cautious vein he quotes Thompson and Kahn (P. 205) in feeling that "confidence in the group's capacity to solve its own problems" can be a rationalization for incompetent leadership and an abdication of responsibility.'
- 18.

Finally, here, we have to come to terms with the notion that counselling, or group-tutoring, has a function in aiding the process of socialization into school, in order that the aims of the school can be achieved. This brings us back to Ken David and to the beginnings of the Active Tutorial Work programme.

The Lancashire Curriculum Project in developing their in-service course Education for Personal Relationships, rooted it more firmly in the school context which was then able to provide the rationale for a sequence in the programme; this in turn meant that objectives could be set, both in terms of specific behaviours, and in terms of development - where development meant progress through adolescence and stages of schooling. The resulting programme was Active Tutorial Work.

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CHAPTER V

A View of the Innovations, From a Wider Educational Perspective

The previous three chapters have looked at the close detail of the two innovations, drawing something of the relationship between the two and noting where they appear to have similarities and differences. In this chapter I want to relate some of the emerging issues to a wider educational perspective and look at how the thinking of theorists in education impinges upon the discussion of the two innovations.

An ideological stance

1. Malcolm Skilbeck, writing in "Challenge and Change in the Curriculum" looks at "progressivism" in secondary schools, and relates it strongly to a child-centred approach to education, to growth and development. In that sense he sees it as a challenge to the hierarchy of compulsory content and points out, in considering Rousseau's programme for Emile, that there is a difficulty in reconciling the freedom for pupil spontaneity and choice with order in a logical sequence of learning activities. Skilbeck widens the context into society making a link with a radical view of society and social change, noting in the meantime that many progressive institutions have recently pulled in their horns in the face of external pressures.

In observing the development that took place from Developmental Group Work to Active Tutorial Work, as the programme became more rooted in the school context, it is pertinent to suggest that the elements which were omitted in the new programme are consistent with those that Skilbeck refers to in the case of Emile, especially given the internal logic for the sequence of learning activities in the ATW materials.

DGW and ATW are probably, in Skilbeck's classification, a blend of "progressivism" and "reconstructionism". Their basis is that human nature has the potential for growth and inspires

- a) The aspiration to make a new kind of man
- b) An interest in social core curriculum
- c) A concept of learning

The innovations share similar aims, at the level of the ultimate self-determination of the individual, but in terms of approaches and the way in which educational objectives are set to match the purpose, they have distinct differences.

Aims and Objectives

2. Hilda Taba in "The types of behavioural objectives" classifies the different kinds of behavioural objectives. (DGW is concerned with helping young people establish their own objectives, the which process determines the objectives of the worker working with them. ATW is concerned with establishing structured objectives for the pupils. Both, presumably would see the realisation of these objectives in some kind of behavioural terms though not necessarily evaluated as such). Within the realm of knowledge she orders her hierarchy beginning with
 - a) facts, moving to b) ideas, then to c) concepts. These levels produce thought activity in terms of a) interpretation of data, b) application of facts and principles, and c) logical reasoning.
 Within the realm of values and attitudes she agrees that there is "probably less clarity than in the area of thinking, and this lack of clarity extends to all important aspects of formulating objectives: the identification of important values, attitudes and areas of sensitivity, the differentiation among various types of values and attitudes, and the analysis of

specific behaviours which would be part of 'valuing' or 'having an attitude'." (P. 151) It appears in ATW that the objectives are firmly established in terms of behaviours representing acceptable values and attitudes and that this is a reinforcement of an objectives model, as opposed say, to a process model. ATW's concern to measure might also be construed as authentic to its model, but it would also make it acceptable, if not attractive to teachers preferring such models.

This, according to Taba, can certainly produce a conflict.

3. "There is, for example, a cleavage between the objectives which stress independence and individuality and those which emphasise the importance of obedience to rules, getting along with others, and adjustment This cleavage of values produces a certain hesitancy in specifying the content of these objectives and also, therefore, a difficulty in analysing clearly the behaviour involved. As a consequence, there is little to guide a teacher or a curriculum maker in deciding exactly what behaviours to seek or how these behaviours could be learned." (P. 152)

4. In the realm of sensitivity and feelings, setting objectives is perhaps even less clear. "Feelings, values and sensitivities are matters that need to be discovered rather than taught This means that the provisions for these objectives must include opportunities for direct experiencing of some sort and materials which affect feelings..... The incongruity of teaching democratic principles and ideals but allowing the classroom climate and the life in school to instill the antithesis has long been recognized..

Finally it is well to remember that to change sensitivities and feelings requires indirection and a lot of freedom on the part of the individual to do his own examining and changing." (P. 154-5)

Perhaps it is here, more than anywhere else, that fundamental differences lie. In a growth-orientated, child-centred model with an emphasis on the process required to achieve such objectives there may well be difficulties in operating it within a complex bureaucracy like a secondary school. In fact it may only be possible to operate through teachers who operate within the system, but almost with disregard for it as their main focus is the student group. That of course can cause conflict within an institution, with teachers sometimes pulling in different directions. ATW is much more rooted in the routine and system of the organised life of the school and as such probably presents less of a "problematic" model for conflict. And, of course, not everyone will want to operate the model that DGW presents, although Hilda Taba certainly believes that the skills required in leading groups in such a way can be acquired or learned.

5. In John White's essay "The Curriculum Mongers: Education in Reverse" he discusses the demise of the radical tradition. Despite a spotlight glaring on curriculum development, he argues that because the focus has changed from ends to means there is the possibility for these means to serve reactionary ends as well as radical ends. Is it possible then that ATW becomes a more palatable and palliative means of establishing social control under the guise of offering a greater degree of autonomy to students? Given the development of ATW it would probably be wrong to suggest that such motivation lay behind its evolution (more a case of demand and supply perhaps) but perhaps in a way it did anticipate reactionary forces in and out of education which would assert that concepts like "self-realization" are too woolly and flabby, and that a more precise and cognitive objectives-

based curriculum needed to be established. Given that the demand for materials came from teachers with an apparent interest in "Education for Personal Relationships", it may have stood less chance if it had pushed forward the DGW process model.

6. Lawrence Stenhouse, in his chapter "A Process Model" argues that "ends" should not be described in student behaviour terms. The ends should be inherent in the nature of the curriculum as a procedure, concept, etc. and that that should constitute what is problematic for a student about a subject. "They are the focus of speculation, not the object of mastery. Educationally, they are also important because they invite understanding at a variety of levels." (P. 85) Stenhouse's critique is mainly aimed at the confinement and distortion of knowledge; but if ATW became content-based, or its ends too well defined, then it is pertinent to the discussion.
7. In the chapter "A critique of the Objectives Model" Stenhouse considers Popham's response to the eleven objections to the objectives model. In his response to the fourth objection which states "Measurability implies behaviour which can be objectively, mechanistically measured, hence there must be something dehumanizing about the approach" Popham is confident that "it is currently possible to assess many complicated human behaviours in a refined fashion." Stenhouse says he is being too optimistic. My view would be that it is both feasible and optimistic but a look at the quality of the ATW materials would suggest that they are far from refined and a look at the DGW "materials" would suggest they are far from distinct. Stenhouse quotes Eisner (1969) in differentiating between instructional objectives (establishing expected behaviours) and expressive objectives (which specifies learning activities but not the outcomes). Stenhouse wishes he

would not use the word "objectives" in the expressive mode. This may well be the trap that ATW has fallen into, especially as its rhetorically expressive mode may well be a disguised instructional one.

Presumably the behaviours are either obvious and observable enough to make assessment of some movement a feasible proposition or a certain skill may be required of the teacher in order to assess the "complicated behaviours". ATW has set this as a problem much more than DGW has. Not that DGW is unconcerned with outcomes, it is more concerned that the individuals and groups at the centre of the work are in a position to assess their own complicated behaviours in a refined fashion.

8. In Bruce Joyce and Marsha Weil's chapter "Against Dogmatism: Alternative Models" they offer a table of information-processing models, personal models, social interaction and behavioural models.

In ATW there seems to be an overlap of behavioural and personal objectives models. There is certainly an emphasis on intellectual functioning, some emphasis on personal and interpersonal growth, an emphasis on relationships with others and with a wider society and an emphasis on a visible change of behaviour. ATW seems to comprise elements of all four models, though probably emphasising behavioural and personal models. DGW seems mainly to comprise personal and social interaction models, until Button seeks to place it in the context of school. Then it has to fit an intellectual context, to help its legitimacy, and a behavioural context, to help it fit into a complex social organisation.

The authors of this chapter do not argue for a "one right

model" but they have grouped their 22 models into 4 families with an implication that each family represents a view of what is important to be learned and how it should be learned.

The authors argue that good teachers will meld, integrate and initiate models in number, dependent on situation. Both the innovations, ATW more than DGW, run the risk of teachers arriving at them from their own position and "model" and reinforcing those elements of the innovation which reflect that model. What these authors certainly confirm is that the potential for growth of an innovation lies in the hands of teachers, or, to put it another way

9. "Change in a pattern of practice or action will occur only as the persons involved change" (Bennis, Benne and Chin).

Implications for change in teacher practice

10. The area of the curriculum with which we are concerned is usually referred to as belonging to the affective domain, as distinct from the cognitive domain. I am taking my definitions from Bloom's Taxonomy - and a summary of the two domains can be found in "The Curriculum - Context, Design and Development". Both DGW and ATW are concerned with the affective and work more with attitudes, values and feelings and less with memory, knowledge and intellect; at least that is the intention of the innovations' authors.

The authors of ATW are aware of the risk that their materials may be interpreted and used in a variety of ways, when, in introducing large areas of content, they plead with the reader not to use it didactically. Presumably the anticipation is that the reader may regard the content as knowledge to be transmitted.

Certainly the purpose of ATW is to enable students to learn more effectively and efficiently, suggesting that the affective domain is subordinate in the school context to the cognitive domain, with the emphasis on intellectual development.

As Bantock says,

11. "The aim implicit in the curriculum, or explicit in government reports of the last hundred years, is to help children to learn to think. The emphasis is pervasively on cognition - certainly rather than on affectivity." (P. 20)

ATW is thus able to legitimize itself by offering to its established intellectual partner some lubricating function to make its work more efficient.

No matter that ATW may be regarded as a service for more efficient learning in addition to intrinsic merits it may have for learning in the affective domain; either way there is an acknowledgement that increasingly schools should be finding time in the curriculum for affective learning and thus there are implications for the teacher.

12. Maurice Kogan sees the affective sphere as being separate from other teacher roles. He believes that the cognitive and affective domains are separated institutionally and globally, as a matter of school policy, as distinct from being integrated in the teacher.

Teachers in middle schools, and in integrated curriculum programmes in the lower years of secondary schools, accept that level of integration as a matter of course when they hold the major responsibility for their students' learning. The emphasis

in the upper school of secondary schools, established and reinforced in teacher-training in subject disciplines, is more likely to perceive the domains as separated. DGW and ATW, in attempting to introduce themselves into all levels of secondary schooling, thus face the task of bringing about teacher change.

Their progress may be determined by the nature of the teachers in a school. Are they "progressive" or are they "traditional"? - Neville Bennett offers an interesting table of the characteristics of these two types in his essay "A

13. typology of teaching styles" (P. 119). Peter Woods in his book
14. "Sociology and the School" itemizes the routes likely to be taken by "traditional" and "progressive" teachers.

Traditional	Progressive
objective	subjective
psychometric	phenomenological
finite learning	potential for growth

The implication behind these two columns appears to be that traditional teachers are more likely to be concerned with the cognitive and the progressive teachers the affective. This may mean that curriculum innovations in the affective domain, like DGW and ATW, face the problem of encouraging traditional teachers to change, or it may mean that the nature of the innovation changes to accommodate and anticipate.

For ATW and DGW it may mean both. A school can quickly change its structure and construct a pastoral system but that does not necessarily mean change at teacher level. Given the nature of the more difficult areas of these innovations the arguments offered by teachers are more complex and diffuse. It is also

- argued that the more intensely emotional and interpersonal areas are not only manipulative as an approach but are also social engineering. But as D.H. Hargreaves points out in "The Challenge for the Comprehensive School", "The question is not whether school is a form of social engineering or not, but whether or not teachers are going to be aware of, and take part in shaping, those features of schooling which represent social engineering." (P. 90) Obviously Hargreaves is discussing this at the institutional level of the school, but he could easily have made the same point about the curriculum content and method of personal and social education.

There are two elements in schools which determine the response to the two innovations. One involves teachers' receptivity, the other curriculum policy, organisation and ethos; no doubt the two elements affect each other to some considerable degree.

The organisation of the curriculum

- A school's receptivity to an approach-based curriculum may well be determined by its curriculum structure and style. In the case of ATW or to a lesser extent DGW the curriculum structure may well dictate which elements of an innovation are picked up for use and development. In referring here to Bernstein's Framing of the Curriculum, a collected curriculum, one that emphasises subject divisions with strong boundaries existing between them, may well emphasise those elements of Active Tutorial Work which most give it a subject identity. In other words it can be regarded as a subject with a specific content, and knowledge to be transmitted. The more cognitive elements, associated with intellectual development and reinforcing the more academic elements of a

school's curriculum thus stand to be selected and emphasised. The risk, as stated before in connection with ATW, is certainly there in the materials with warnings being issued about "lecturing" when giving information; the cognitive elements do stand to be emphasised. Not that they then undermine the overall purpose of ATW. The emphasis on acquiring and learning behaviours, and the personal, affective learning that may then ensue is consistent with the view of autonomy of students which follows effective socialization. In other words "knowing that" may then provide the basis for and be followed by "knowing how" as youngsters are able to act on their cognitive learning. The problem that ATW may have is how to make that transfer effective.

In this collected kind of curriculum, individual subjects do need to assert their worth, in negotiating time and resources especially, and thus ATW is likely to be drawn to emphasizing cognitive elements. It may well be then that in schools which also emphasise pastoral structures and the separate roles of tutors and teachers that we see a different aspect of the collected curriculum. Schools that habitually sort out classroom problems through the tutorial system are responding very differently from schools which might emphasise a curriculum response. Much of the literature in this area however, tends to emphasize the distinction; the rationale is further confused, as indicated earlier, when the pastoral system is encouraged to be more developmental and less crisis-oriented, providing the tutorial structure with a "human face".

What it certainly does is continue to emphasise distinction. That distinction is reinforced even further by creating an element of mystique about the tutorial role. In a provocative article

17. in the ASC journal, "Curriculum", Pat Sadler says "It could be argued that not all educators are capable of the tutorial task; they do not wish to expose themselves to their pupils in this way, they prefer to keep their subject as a barrier between themselves and their pupils." Pat Sadler describes the teacher as "an unwilling policeman"; it does not take much of an extension of this point to argue that the same must apply to the tutor in this scenario. Sadler perpetuates the conflict by saying that historians can hide their historical ineptitude more easily than a tutor can hide poor personal skills and polarizes the curriculum and shape of the curriculum between collected and integrated. I am not placing a value on these two elements, but in contemplating which framework would be the most likely within which ATW could thrive, then I would posit the former. In the case of DGW I would posit the latter.
18. Bernstein goes on to argue "Thus collection codes increase the discretion of teachers (within, always, the limits of the existing classification and frames) whilst integrated codes will reduce the discretion of the teacher in direct relation to the strength of the integrated code On the other hand, it is argued that the increased discretion of the teachers within collection codes is paralleled by reduced discretion of the pupils and that the reduced discretion of the teachers within integrated codes is paralleled by increased discretion of the pupils. In other words, there is a shift in the balance of power, in the pedagogical relationship between teacher and taught." (P.168)

In Bernstein's integrated code, where subject divisions are less rigid and less impermeable there is less emphasis on single subject identity with an obvious emphasis on integration;

integration not just tending to emphasise integration of content areas, but also of method. In these code circumstances then we might expect to see a greater integration between tutor and teacher. In other words teachers may have contact with their tutor group for a substantial amount of time, that they make no distinction between the two roles and that they are aware of their "tutorial function" as classroom "subject teachers". One of the integrating features may well be the mode of the working; in other words the method and the approach are the significant factors. In this mode it must be argued, theoretically at least, that DGW would be more likely to thrive than say, ATW. The other point that Bernstein makes though is perhaps more significant. If the innovation in question is absorbed within a collected code then it is argued that that will result in reduced discretion of pupils - less autonomy. Thus if ATW is absorbed into this kind of code then those features are likely to be highlighted which emphasise teacher control of students. The reverse pattern could be theoretically expected if DGW were absorbed into a school with an integrated code.

Innovation transmission

This chapter has focused on those aspects of the innovation which are methodological. The effectiveness of the dissemination process, particularly at the stage of transmitting the innovation to teachers, may well rely on the teacher's reading, interpretation and implementation of the materials as published in the books. Jill Baldwin does emphasise (though not in the books) the vital importance of attending an ATW training course, at which presumably the approach can be demonstrated and reinforced. The books do concede, however, that it is in order for the teacher to

leave out the hard bits, to pick and choose, and to absorb the relevant parts into an already established programme; this to some extent seems to either undermine the value of following the rationalised sequence, or it implies that the teacher has developed an effective one of his/her own.

Although Button's approach is fully and sequentially articulated in his book, it is not likely that this forms the main stimulus and guide for practice. In fact of all the teachers, youth workers, etc. that I have ever encountered who practise DGW in some way, none of them have ever begun work solely on the basis of the reading of the book. The dissemination therefore of this innovation has taken place almost completely through courses and training agencies. This is not to say that there is little or no adaptation in the diffusion process. The variation comes this time, not in the shape of the teacher who comes to ATW from a particular position, but also in the shape of the various training courses which, over the course of time, have developed different aspects and emphasised differing features.

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CHAPTER VI

Innovation Dissemination - Theory and Strategy

In considering how Developmental Group Work and Active Tutorial Work come to be implemented by teachers in schools, it is relevant to examine theoretical models and strategies for dissemination, particularly with two innovations that aim for wide-spread dissemination. An appraisal of some of the existing theory may help to illuminate an understanding of the progress that each of the innovations has made; an appraisal of the dissemination process and accompanying strategies employed by the innovators may help to add refinements to the models.

To be clear about terms, I want to use the word "innovation" to describe the actual curriculum package - a body of materials, knowledge, a process, skills. The movement of the innovation from its source to its target - the classroom or youth centre - is its "dissemination". In earlier chapters I have dealt with the genesis of the two innovations and indicated their relationship. In this chapter I shall be regarding them as separate and distinct innovations with their own dissemination strategy though there is a point when the distinction is blurred, after which Education for Personal Relationships ceases to be any part of the Developmental Group Work Project and becomes clearly Active Tutorial Work.

Curriculum innovators, failing the task of creating effective means of transmitting their work to the people who will be putting it into practice, will need to consider the means by which that can be effected. The precise nature of the innovation is a major factor in considering a dissemination process. Much of the theory now applied to innovation dissemination has its genesis in other

areas, but has been successfully adapted and developed in considering curriculum change.

Some Models for Change

Ronald Havelock suggests three models of change which he defines as follows:

1. The Research Development and Diffusion Model (RD + D)
2. The Social Interaction Model (SI)
3. The Problem-Solving Model (PS)

The RD and D model is concerned with innovations which have their origins in the minds of the innovator. The model suggests a large scale attempt to initiate change, where research is thorough, development comes through testing and evaluation, and diffusion is planned and orchestrated. The main problem that the innovator faces, given the large scale nature of the attempt to initiate change, is the potential loss of control of the innovation as it becomes adapted through its various dissemination stages. The teacher is not involved in the formulation of the nature of the innovation, but is in a position to adapt and change it, wittingly or unwittingly.

The SI involves similar passivity on the part of the receiver as the active innovator seeks, through social interaction, to convince and demonstrate to the receiver, the various merits of their product. The innovator in this direct relationship with the receiver is in a position to transmit the nature of the product which is as faithful to the product as only they can make it. The effectiveness relies then on the transmission process and the extent of any ensuing adoption in the classroom.

The PS model involves the teacher in a much more active way. The teacher takes the responsibility for initiating change which

comes through a recognition of a need for change. The model can work at the level of the individual teacher in the classroom, at the level of the departmental team, the school, or even the local authority. The strength of the model comes from the capacity of teachers to respond to a need that they themselves have identified. The problem of the RD and D and SI models, in this respect, is that they may be identifying or anticipating needs on behalf of teachers. It may be that the teacher did not recognize that they had a need, or it may be that the need they have is not quite what the innovation is answering.

Developmental Group Work does not neatly fit into any one of these model descriptions. When Button began work with youth workers and teachers, he carried out action research experiments with young people and in so doing carried out development work alongside research as he further refined his methods and materials. It was not a matter of carrying out research in the use of an existent innovation - it was still in its own stages of development; development which arose out of the action research.

What could be confusing is that this action research process was itself to become central to the nature of the innovation, as a process by which youth workers and teachers became trained themselves, and as a process which was central in the programme that the youngsters undertook. Action research became part of the medium at each stage of development in the innovation, and at each stage of transmission. The medium was also the message. In this respect the innovation takes on some of the aspects of the PS model to the extent that it may involve teachers and youngsters participating in an investigation of their own needs, and planning appropriate action.

Once Developmental Group Work had crystallized into an innovation, albeit of a dynamic nature, it then became a matter of its dissemination. In this instance we have to return to the SI model to describe the early stages of Developmental Group Work dissemination because Button was personally involved in its transmission, through training at Swansea University, and through the various regional courses that were mounted. The next stage was a bridge between the SI and RD + D models as Button sought to speed-up the rate of dissemination through training teams. His own personal influence (SI) became more restricted to the training of the training teams operating within LEAs. This, as I hope to show in the last part of this chapter in connection with the nature of the training courses, then begins to become more confusing. The trainers, who have been directly and personally involved with Button, a charismatic figure, then face the task of introducing the innovation to yet others who in their turn have the task of working with young people. The PS model does not apply here, even though "identifying needs" as stated earlier may characterise some of the work of both group workers or young people. It does not however apply as a model of implementation of curriculum innovation.

Active Tutorial Work had its genesis in courses run in Education for Personal Relationships, which could be said to be the ground in which the seed of Developmental Group Work was planted. Certainly, as we have seen, a development stage took place when the EPR courses absorbed Button's materials and then adapted them, into the sequential Active Tutorial Work; in the process of adoption and adaptation, the nature of Developmental Group Work changed. Remembering that the involvement of Button's

materials and methods came in response to teacher demands for materials, there is an extent to which this is partially a PS model, except that the teachers were not involved in generating the solutions, they merely accepted them. In taking advantage, therefore, of Button's earlier RD and D stages, the Active Tutorial Team were carrying out further development, and in the end produced an innovation with a separate identity from the original. (See overleaf)

1. McDonald and Walker comment on this phenomenon, as a variation, in "Changing the Curriculum". In the dissemination part of the process, account needs to be taken of the practitioner who, in adapting an innovation, does so with individual creativity and a perception of and response to local needs. The disseminator (Button in this case) may see it as undue interference and may, if possible, attempt to exercise greater central control. McDonald and Walker's model suggested

RD and D + A + I where A = Adoption and
I = Implementation

In this case they may have expressed it as

RD and D + A₁ + A₂ + I where A₁ = Adoption and
A₂ = Adaptation

Active Tutorial Work then anticipated yet further adaptation as teachers are able to freely "pick and choose" or build the use of some of the materials into existing programmes. If Active Tutorial Work relied totally on the published materials for dissemination then direct control would disappear at the moment of purchase. Where the printed materials represent a process, unaccompanied by training, then interpretation and adaptation may widen further and this certainly applies to Active Tutorial Work.

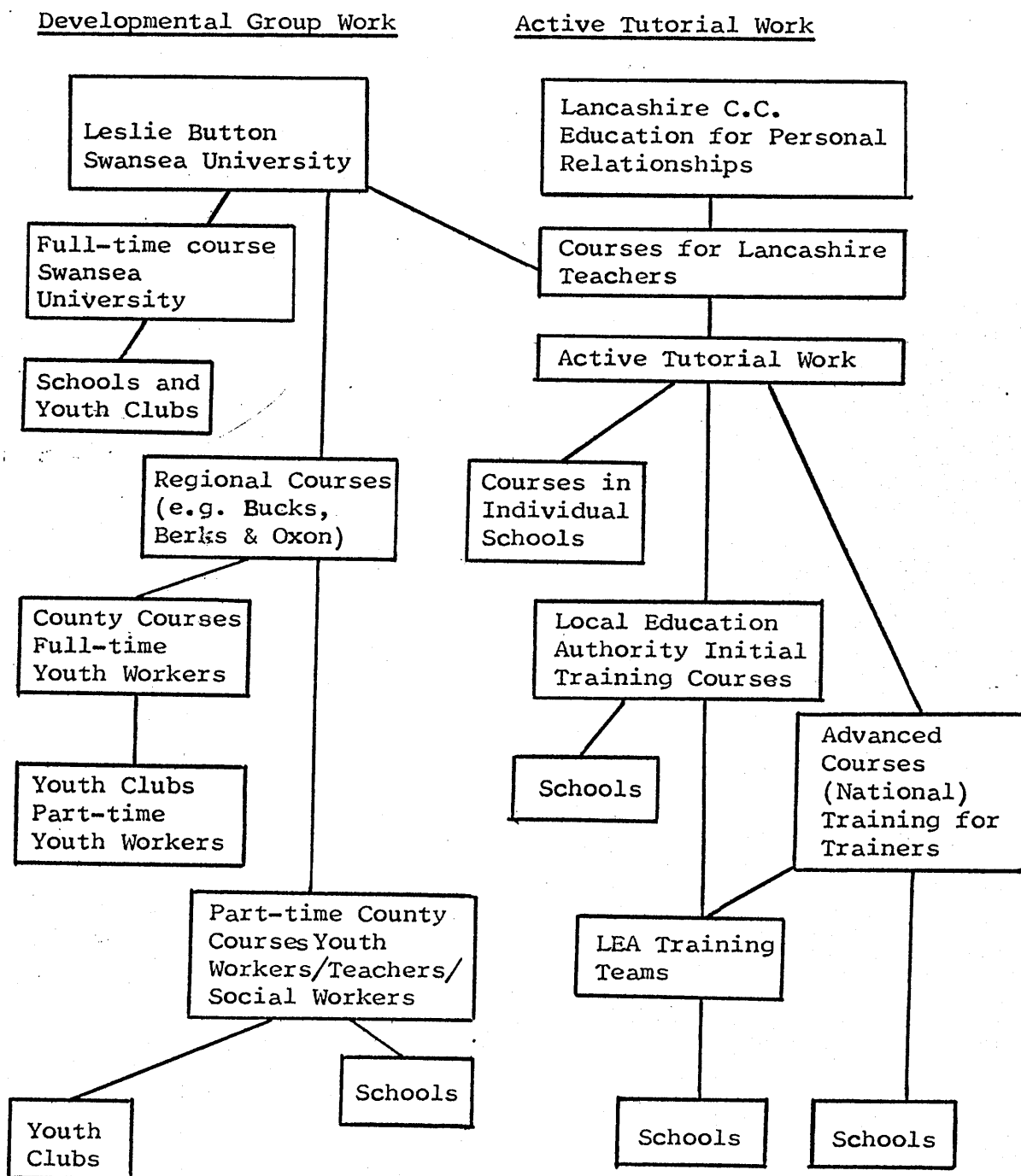


Fig. 3 The Dissemination Paths

The innovators seek to offset this with a programme of training that supplements the printed materials.

The diffusers of ATW may be in something of a cleft stick here. On the one hand they have produced a highly-structured sequential package accompanied by a firm message about the developmental nature of the work whilst on the other hand they articulate a message suggesting that it is in order to pick and choose and that it is perfectly in order to adapt their innovation into an existing programme. Havelock, referring to the RD + D model suggests that this provides a strong model for making an innovation "user-proof" by which one presumes he means it cannot be tampered with; or that it is so structured that it is within the competence "of the most fumbling and incompetent receiver".

2. (P. 139) If the latter applies to Active Tutorial Work it probably also means that it is likely to operate at a more primary, superficial and mechanistic level, in which case one would ask the disseminator whether that constituted "user-proof" use. Two arguments suggest that this is the case. Firstly, the writers of the Active Tutorial Work materials state that there is a rationale which underpins the sequencing of the materials, but concede that users may not pursue the sequence, and that they may choose safer material, implying a dilettante approach. Secondly, Jill Baldwin has always advocated that potential users should attend courses where they could experience the use of the materials in operation. Active Tutorial Work courses have always been active themselves, the rationale being that this more explicitly conveys the approach.

3. In later work, Havelock further refines the SI model to take more account of the patterns of diffusion through a social system. I have already stated that the main SI model refers to the

relationship between the innovator and practitioner. In a more extended version of the model, Havelock quotes an "overwhelming body of .. research (which) tends to support five generalisations about the process of innovation diffusion; 1) that the individual user or adopter belongs to a network of social relations (Mort, 1964) which largely influences his adoption behaviour; 2) that his place in the network (centrality, peripherality, isolation) is a good predictor of his rate of acceptance of new ideas; 3) that informal personal contact is a vital part of the influence and adoption process; 4) that group membership and reference group identifications are major predictors of individual adoption and 5) that the rate of diffusion through a social system follows a predictable S-curve pattern (very slow rate at the beginning, followed by a period of very rapid diffusion, followed in turn by a long late-adopter or 'laggard' period)." (P. 139)

Havelock claims that the PS model finds most favour with educational practitioners. Why would this be? Presumably because it comes from inside the system and individual teachers can exercise more control and tailor solutions more accurately to answer their identified needs. Or because they solve different problems with it? (i.e. The more ambiguous or flexible the innovation the more problems (and hence 'problem holders') it can be used with.)

Yet another variation applies to Active Tutorial Work. Where schools have been carrying out school-based evaluation and have developed a tutorial programme, but find themselves needing to solve a problem that they have found or created they may look outside for that solution as opposed to inside. In Active Tutorial Work's case therefore Jill Baldwin, with books under her

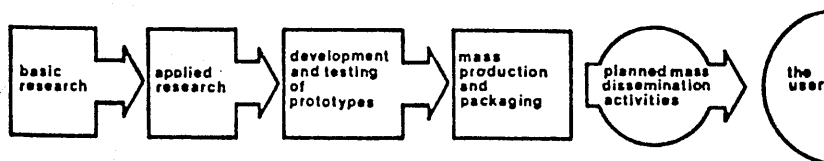


Figure 1 The Research, Development and Diffusion Model

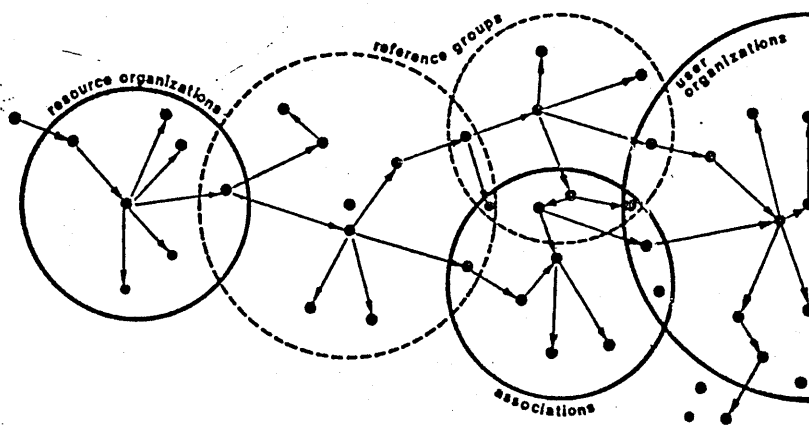


Figure 2 The Social Interaction Model

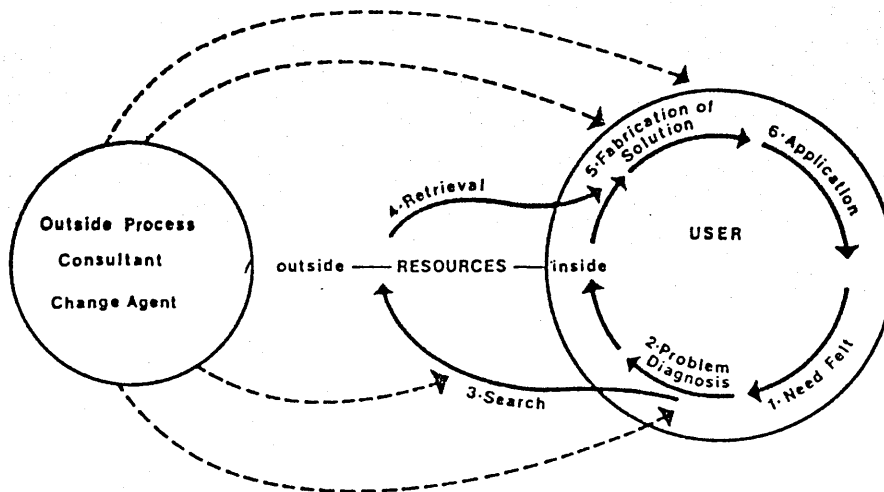


Figure 3 The Problem-Solving Model

arm, represents that outside solution when called in as a consultant by a group prepared to buy her $RD + A_1 (R + D) + A_2 + I$ package.

Complications arise when the innovation is being diffused along $RD + D$ lines but within complex social systems. It is likely to encounter a great deal of variety of response (rejection, adaptation, resistance etc.) as the persons within that social system are involved in their own social interaction and problem-solving business on a day-by-day basis.

Some models of dissemination

Donald Schon's work concentrates on models of dissemination and diffusion of an innovation - making the assumption that the innovation exists. As a description of social change, which can certainly be applied to the socially-natured education world

4. Schon says "Diffusion of innovation is a dominant model for the transformation of societies according to which novelty moves out from one or more points to permeate the society as a whole."

(P. 13)

Schon's three models are

- a) The centre-periphery model
- b) Proliferation of centres model
- c) The shifting centres model

In the centre-periphery model the innovation exists prior to dissemination, which is the movement from the source to the ultimate user. The process is centrally-managed involving training, resources and even incentive. It is a simple model and if one regards the source of the innovation as the hub of the wheel and the process of dissemination runs from the hub along the spokes to the outer rim, to quote Schon's own metaphor, then the main

- factor governing the effectiveness of this system is the length of the spoke. McDonald and Walker find the metaphor "feeble and unenlightening" presumably because it is too simple and not refined enough to describe the process of curriculum innovation. Perhaps a metaphor describing a fountain with radial irrigation channels and a system of locks, weirs and sluice gates would hold more water. The weakness of the system in implementation thinks Schon is that it is one-way and there is no way that it can effectively manage consumer feedback. It is open to distortion, weakening of diffusion and even disintegration. The fact that it is organised and orchestrated though may yield better results than
5. the ad hoc scattering of seed. Shipman (1974) says "Curriculum development was seen as a scattering of seed in hope that the ideas produced would germinate, grow and spread." (P.2)

The "proliferation of centres" model attempts to overcome some of the limitations of the "centre-periphery" model as a more effective diffuser of innovation. If the major problem of the centre-periphery is exhaustion of resources, material and human, with resulting overload, poor management and communication, then an innovator will need to establish a number of centres which can act on his/her behalf as regional diffusers of the innovation. Now we must see a number of secondary centres established succoured by the primary centre. Each secondary centre will establish its own periphery and presumably its own means of diffusion to its periphery.

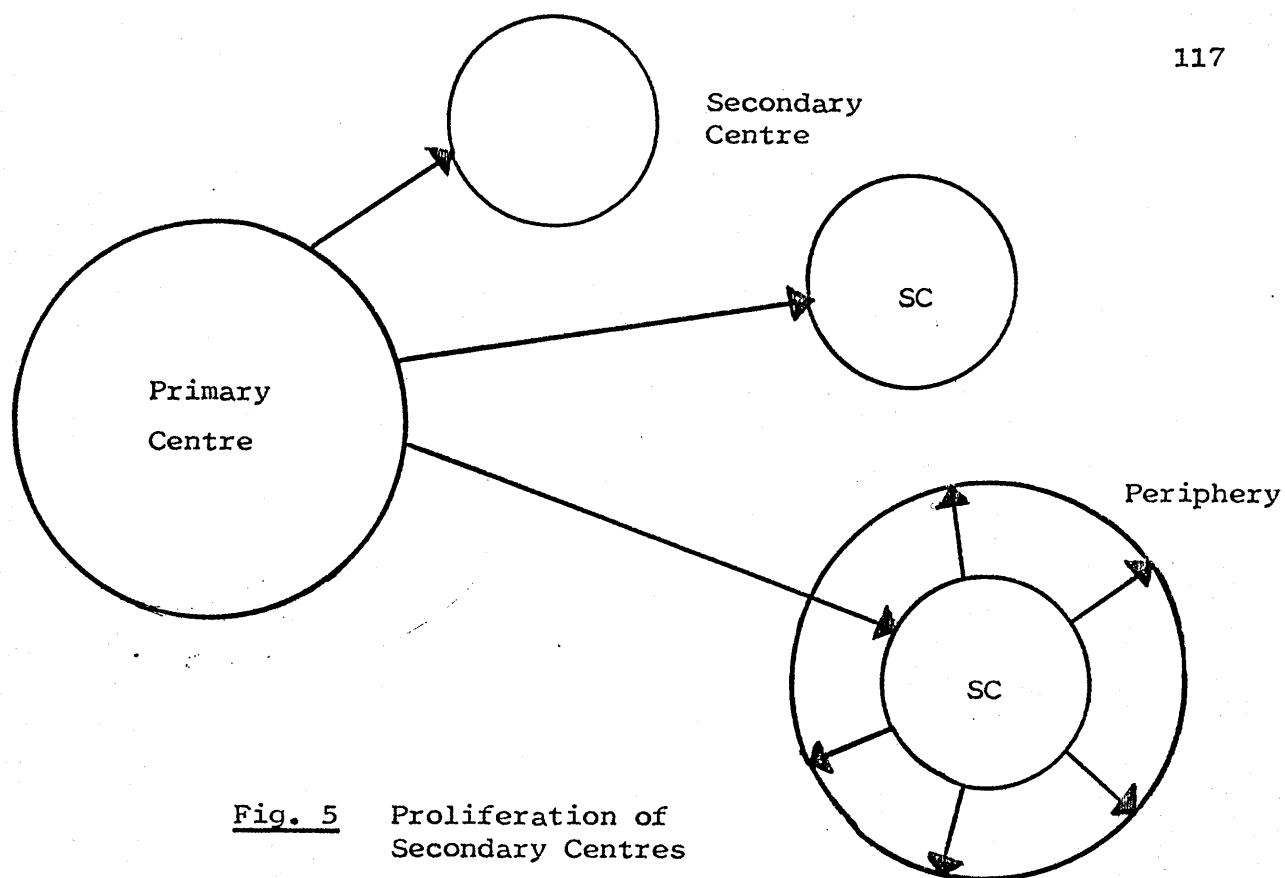


Fig. 5 Proliferation of Secondary Centres

6. As Schon says, "The limits to the reach and effectiveness of the new system depend now on the primary centre's ability to generate, support and manage the new centres." (P. 14) And later, in "The model of the proliferation of centres makes of the primary centre a trainer of trainers. The central message includes not only the content of the innovation to be diffused, but a pre-established method for its diffusion. The primary centre now specialises in training, deployment, support, monitoring and management." (P. 15) Not only does the model for diffusion become pre-established, the effectiveness of the training model dictates the extent to which the "purity of the product is preserved." (P.15) The primary centre may regard itself as the guardian of the pre-established doctrine and methodology. It may also wish to determine how the innovation is to be diffused from the secondary centres by building models by example within the training strategy for secondary centres. The primary centre's task, having established secondary centres, must be to maintain them with

resources, further development, liaison, information, succour, and to control them through feedback and evaluation. The principle theoretical flaws in this must involve a) The effectiveness of the initial training programme for secondary centres; b) The autonomy that a secondary centre claims for itself in the process of diffusion - i.e. meeting its own identified needs and reserving the right to adapt, and c) If the secondary centre is itself a training agency with a strategy for training yet other, smaller, tertiary centres with their own peripheries, then the scope for regional and local variation becomes enormous. If such centres become detached from the primary

7. centre then, as Schon says, "The diffusion system fragments and becomes unable to maintain itself and expand the information no longer consists in diffusion of an established message. It leads, rather, to a variety of regional transformations which bear only a family resemblance to one another." (P. 15)

Schon regards the "shifting-centres" model as one that most reflects the complexity of a 20th Century world, and feels that it more accurately reflects what happens, and suggests that it leads to more effective survival of innovation. Centres come and go, to be replaced by other centres. If a pre-established message existed at any point, it disappears, or changes radically to the extent that the original centre is no longer an influence.

The problem for the innovator must be to be able to evaluate whether their innovation has survived in any way. Is the continued use of a specific set of materials in the classroom an adequate indication? Is it enough for minor aspects of the whole innovation to be still in operation for it to be considered to have survived, and if so, to what extent? If there is a continuing process of

adaptation, to the extent that the original innovation becomes barely recognizable, evaluation of the dissemination of the innovation becomes more problematic.

What does happen is a more fluid, evolving and dynamic process, both in terms of the nature of the innovation, and in the nature of its diffusion.

Stenhouse offers a variation, or additional model to Schon's. He suggests that the "mobile centre" model has the advantage of extending the range and preserving a greater degree of the purity of the product in diffusion, whilst its disadvantage is that it is not as extensive as a proliferation model.

Schon himself adds two further variations to his own "centre-periphery" model. The "Johnny Appleseed" model is a primary centre in the form of an individual roaming through the territory spreading a new message - a highly individualised mobile centre. The "magnet" model attracts agents of diffusion to it, as has frequently happened with universities.

Schon's models in relation to Developmental Group Work and Active Tutorial Work

The diffusion of DGW worked through a series of different models, over a period of time, just as the nature of DGW itself evolved over a lengthy period.

In the early stages, following the development of the product into a form which could be described as an innovation, Button operated both a "magnet" and "Johnny Appleseed" model. Swansea University offered a 1 year full time course to which large numbers of teachers, social workers were attracted. The diffusion then worked through these individuals, or not, on their return to their places of work. The other model is more complicated. Button

certainly travelled the country, and further afield, establishing contact with a number of local education authorities and trying to convince them of the value of his product.

It is interesting to ask whether the "travelling" aspect is an important feature, and if so, why? Certainly schools and authorities have been consistently keen on drawing both Button and Baldwin to them. One of the most problematic tasks for teachers who have undergone their own training in DGW or ATW and who then face the task of introducing DGW or ATW into their schools, has been that of convincing colleagues about the value and practicability of the innovation and the implementation of a training programme. They have either felt not confident or competent to manage the task, feeling insecure in that role amongst peers; or have been unsure about the best strategy for their situation. This may have been further reinforced when colleagues, heads or advisers have expressed a wish to hear the message direct from the source. The travelling, then, seems to be important from two main points of view; firstly as an aid to the security and confidence of those who have the task of dissemination; secondly maintaining the purity of the product. No doubt economics also plays a part. If Jill Baldwin will come to a school for a day, at no cost, that must be cheaper than sending staff away on training courses.

At the same time Button was running regional courses for a collection of LEAs, recruiting interest: - here he seems to become a kind of "mobile magnet". Youth officers, trainers and workers who had attended a regional course were then in a position to consider taking an initiative within their local authority. The nature of the diffusion model then changes and we see a kind of proliferation model develop.

These authorities, presumably in the form of officers of the LEA, who were approached by Button, or who themselves approached Button, then recruited Button to run courses for them within their authority. In the case of Bucks, they joined forces with two neighbouring authorities to mount a small regional course. This course was aimed at trainers. Then, in Bucks the Youth Service Training Centre based at Green Park, became one of the proliferated centres, a secondary centre. Because the Button course had been directed specifically to trainers, Green Park had then to take on the training responsibility to train youth workers in group work techniques. So far so good, and presumably this would be a good example of a proliferation of centres model. Button retained some kind of control by establishing a nationwide Action-Research Programme, co-ordinated at Swansea University, through which the work could be both monitored and controlled to some extent. In this example of the model of course, despite Button's own active involvement in the establishing of the secondary centre phase, the secondary centres were not under Button's direct control. They were local authorities with their own autonomy, and whilst obviously influenced by Button in the process of adopting his product, they were free to exercise their own right to adapt if they so wished.

As indicated in his book "DGW for Adolescents" Button goes on to describe the training role of the youth workers within their youth clubs. He suggested that they work through their voluntary and paid part-time workers to make the diffusion more widespread. This was certainly a deliberate strategy on Button's part and as such was firmly adopted by LEAs. In the case of Bucks C.C. its Green Park training courses attempted in the first instance to work through youth workers, training them not only in the

methodology and skills of group work, but suggesting that they develop a strategy for training their part-time staff.

What is important to note here is that the methods used by the actual trainers themselves tended to be implicitly rather than explicitly conveyed to course members; similarly, strategies for training part-time workers were not supported by training for the "training" role. This is an area which receives fuller treatment in Chapter IX.

Here we see the establishment of the tertiary centre, the youth club, with its periphery in the form of its clientele and its staff. When this did not have the desired effect i.e. either youth workers avoided their training task in their youth clubs, or the part-time workers did not carry out work with youngsters, the strategy changed yet again. Having trained all the full-time youth workers who wished to be trained at Green Park, the Youth Service turned its attention to the part-time worker directly. In other words it resumed its previous role as a secondary centre but working with a group of workers from a more diffused periphery. To these courses came teachers, social workers and part-time youth workers. Presumably the local authority felt that their efforts to implement group work in youth clubs would be supported and encouraged by the full-time youth workers, because they were fully inducted themselves and had given support to the part-time worker's training. An element of "incentive" emerges though when one realizes that there are different levels of pay and qualification for part-time youth workers, and the qualification relates to the extent to which the part-time worker has undertaken one of the County's courses viz: DGW.

The diffusion strategy of ATW evolved over a much shorter period of time. The Lancashire Curriculum Project was an already established centre in its own right. In the work which it was undertaking in the authority under the direction of Ken David, it was a primary centre, unrelated to any centre outside Lancashire. When it sought and received the help of Button, and Hamblin, we can consider that it had a dual identity. On the one hand, it would constitute one of Button's proliferated centres i.e. a secondary centre for the diffusion of DGW, whilst at the same time retaining its status and identity in acting as a county-wide primary centre for its own "personal and social education" courses.

What happened next was fundamental. As a secondary centre Lancashire C.C. retained full autonomy and was free to fully adapt DGW to its own needs. In incorporating DGW methodology, techniques, instruments into another package, the innovation changed. In other words the writing team took full account of the school contexts in which the innovation would be implemented as indicated in Chapter IV. The dissemination strategy was pre-established through the county's network of teachers' centres and curriculum project centres, and the strategy changed yet again when the adapted package was retitled Active Tutorial Work and was prepared for nationwide distribution.

This now begins to look as if we have a good example of the "shifting-centres" model. Developmental Group Work still exists, and in Bucks C.C. the group work course, a substantial six month course, continues though its precise nature has changed somewhat over the years. As a nationwide curriculum project however, it appears now to be unsustainable by any primary centre, and no

co-ordination or liaison exists between secondary centres to sustain or control the innovation. When Lancashire developed Active Tutorial Work and combined with Basil Blackwell, the publishers, to produce the Active Tutorial Work Books, it established itself, in its partnership, as a primary centre. As a "shifted-centre" it had adopted and adapted an existing innovation and had incorporated it into a different innovation and established itself as a primary centre for its dissemination. Another evolution began.

A centre-periphery model exists in the sense that the innovation exists in the form of materials and is purchased by people at the periphery for implementation. This must be the weakest version of the model, unaccompanied as it is by any sustaining training.

Jill Baldwin and Harry Wells, the co-ordinators of the project, then found themselves in demand, as the word spread and the offer to come and work in schools and LEAs was registered. This is almost a "missionary model". Local authorities and individual schools were now at liberty to call on their services. It was as if they had picked up the Bible and could cope with the genealogy tables but needed to understand more fully what the "word" was. These representatives then became mobile centres, sometimes mounting regional courses, sometimes courses in authorities, sometimes in schools.

There is a crucial difference and development here between the two innovations. Button's own courses, in which he himself was involved, were lengthy affairs, often sustained over a period of months. ATW's mobile training has been very much short-term, lasting days at the most. Secondly, ATW has had the advantage of

being able to build on the development of DGW in local authorities and use existing structures and experience to implement its dissemination strategy. The distinctions between the two innovations frequently become blurred as a result.

For example, in Bucks, large numbers of youth workers and teachers were trained at Green Park in DGW under the aegis of the County Youth Service Training Scheme. As I stated above, DGW courses continue. In addition however, the authority, through the Schools' Advisory Service has adopted a strategy for implementing Active Tutorial Work in schools, using both Green Park, and a number of personnel, previously trained in DGW. I'll look in more detail at this later but in terms of the model structure, this looks like a shifted-centre, now established as a different primary centre, working through proliferated secondary centres which, in the case of Bucks at least, is an adopted and amended secondary centre.

The centre, as a primary centre, shifts once again with the move of Jill Baldwin from Lancashire to the Health Education Council. ATW is still published by Basil Blackwell, but the dissemination is managed by the HEC rather than by Lancashire C.C. The interesting point here is that Button, the original "Johnny Appleseed" was sustained as a mobile centre by himself through his University and a Trust. Jill Baldwin, ATW very much identified with her as an individual, is able to preserve the product through Lancashire C.C. Basil Blackwell and HEC. There may well be greater distortion and variation in all the interpretations of ATW throughout the county than one may see in DGW, but it certainly appears to be more widespread. The most recent attempt to sustain and control ATW comes through the

mounting of a one week course for Advanced Trainers in ATW in September 1983 mounted in - Lancashire. As a shifted-centre it would be interesting to try and assess whether ATW has been able to be the effective guardian of its pre-established doctrine in comparison with DGW.

Perhaps

limited diffusion = tight central control

and wider diffusion = loose central control

Finally, in considering the various models that can be applied to curriculum innovation implementation, it is important to look at the work of Ernest House who offers refinements to Havelock's SI and RD + D models, and considers how the personal contact element of SI has developed in the urban setting. In the rural setting, it is distance that governs the spreading of a message by word of mouth; in an urban setting it tends to be barriers such as social status that become more significant than distance. Although House considers that teachers belong to the "household" school of innovation - a feature of the rural model, and administrators belong to the "entrepreneurial" school - a feature of the urban model, he does not go quite far enough. Social levels and status may well affect the effectiveness of the entrepreneurial move of an education authority's advisers, but surely, at the level of the school, similar status and role barriers apply, e.g. subject divisions, both sources of status and role barriers between teachers, can exist especially in the kind of school which features Bernstein's "collected curriculum". House may well be right in feeling that the best diffusion is through personal contact, but he may be naive to assume a given quality and quantity of personal contact in all schools. It may also be an assumption to suggest

that an innovation will find an easier path into a school where role and status distinctions are minimized and personal contacts maximised as opposed to a school where they are reversed. An innovation which had features that, for example, offered ready-to-use materials to the individual teacher in the insulated classroom, could well make rapid progress in a school with maximum status and role distinctions and minimal personal contact.

What House does do though, is to alert us more clearly to the problems that face an innovation implementation strategy in the context of the authority and the school. These problems more than anything else have helped to aid the development of a movement in educational change which involves classroom research, with the teacher acting as the researcher, evaluating his/her own needs and changing practice. The dissemination of DGW is a good example of the rural model i.e. word of mouth. The success and effectiveness of the project depends on the quality of the personal contact - between teachers - assuming the effective transmission thus far - involving Button's own personal contact with the training teams.

Greater control is held over the message and its transmission. Because this innovation exists in a less tangible form than ATW its transmission does rely more on personal contact. The problem comes when Button relies on interposing another stage through local training teams. The transmission still relies on personal contact, but there is now the risk that the message will change. In the case of Bucks, as I want to show later, this certainly happens. What is significant, in terms of models, is that group workers confirm that they have received a significant personal experience themselves when they have been training with Button. The same thing is frequently confirmed by group workers who have

participated in courses run by people other than Button. The advance in the classroom however is insignificant and it may be that DGW was unsuitable, in the circumstances, as an innovation for schools or that more was needed in addition to the existing nature of the training course. The other possibility is that DGW demands a more "all-or-nothing" level of implementation. If the process at the core of the innovation is not being implemented, then the innovation is not being implemented.

The dissemination of ATW is a good example of the urban model, with rural connections. The publishers, the HEC and the LEAs are the entrepreneurial agents for dissemination and typify the urban model. However Jill Baldwin's own personal involvement, first of all through Lancashire C.C. and now through HEC, in her own active training role, provides the word of mouth contact that is characteristic of the rural model. Teachers who have attended her courses and have found themselves attracted by her enthusiasm and energy are affected by the evangelism of her personal style as much as if she had been Button. She adds the human touch to a commercial/educational sales drive. Phrases like "we are committed to the work" are typical in the preamble or opening remarks to courses. There is little doubt that the innovation is spread more widely across the ground than is DGW. It may be that ATW, in its format with school context more fully accounted for, is more pedagogically suited to secondary schools, with its emphasis on heavily-structured teacher strategy and highly-defined content.

In the case of DGW it may be that it did not take enough account of the school context - which led to Button producing a later, rival, publication "Group Tutoring in Secondary Schools" or, that it's too "Rolls Royce", too specialist, esoteric,

demanding, mystical, too deep, too ambitious for school teachers to contemplate putting into operation. These issues are taken up in more detail in Chapters IX and X.

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CHAPTER VII

Dissemination - Strategies and Issues

In this chapter I want to expand on the theme of innovation dissemination. In addition to Developmental Group Work and Active Tutorial Work, I want to consider the experience of other large scale innovations, looking at common themes and features. Geography for the Young School Leaver (GYSL), the Humanities Curriculum Project (HCP) and the Keele Integrated Studies Project (KISP) are all innovations which have sought a widespread dissemination. From that point of view alone, it is worth considering them to see what light is thrown on the DGW and ATW experience. There are other areas of common ground; the use of materials and methods the employment of a training structure or strategy, and the operation of a centre-periphery model are features of all these innovations and should help illumine the experience in DGW and ATW.

In the previous chapter, which examined models used to describe innovation dissemination, there was some indication that the simplicity of the models barely conceal the multiple and complex pattern of events and actions which aid or impede the effective transmission of an innovation to school students. The basic centre-periphery model, with its attendant variations, serves to describe the route from source to receiver, but the experience of these large scale curriculum projects demonstrates a greater complexity.

After briefly outlining the three curriculum projects (GYSL, HCP and KISP) I want to explore the key issues which seem to feature in the overall pattern of the dissemination strategy, and, in so doing, draw comparisons with DGW and ATW. The key issues seem to be 1) the selection of a "way in"; 2) materials and

processes; 3) purity and variation; and 4) "open and closed doors".

Three Curriculum Projects

Geography for the Young School Leaver was a project sponsored by the Schools Council in the early seventies. With a grant of £127,000 it was a project originally aimed at students of average and below average ability in the 14-16 age-range. Following development stages and trials, materials were developed, in packs, for use in schools. Each pack, across the three published themes, consisted of teacher's guide, resource sheets and other audio-visual material. At the later dissemination stage, a network of regional co-ordinators was appointed to sustain and support the progress of the dissemination. In later stages, the dissemination team members sought to remove aspects of the image of the project which suggested that it was for the bottom end of the ability range, partly in a bid to make it more viable as a submission for O level. The themes were leisure, urbanisation and work. In addition to areas of knowledge and geographical concepts the project also emphasised work in the sphere of values and attitudes,

1. giving rise to moral issues. "In terms of styles of learning, the project encourages a move away from the 'didactic' method to one
2. which 'involves' pupils more" (P. 167) "The objectives are framed in terms of discovering important ideas, mastering relevant skills and developing attitudes." (P. 169)

The Humanities Curriculum Project, sponsored by Schools Council and the Nuffield Foundation, received nearly twice as much financial support as GYSL, a large proportion of which was devoted to evaluation. The target group was broadly the same range as for GYSL, average and below average students who did not experience

reading difficulties, in the 14-16 age-range. Developed in the late sixties and early seventies, the innovation was partly in the form of packs of thematic materials for students, together with teacher handbooks for each pack and a general handbook for the project.

3. ".... the team decided to organise dissemination through a network of understanding people who would act as points of reference in their areas of the country." (P. 145)

Although the project involved the use of quite specific factual knowledge as one part of its experience for students, it also appeared to wish that teachers might ease back from their own "knowledge-provider" position, together with all the status and authority involved, to leave space for less teacher-influenced learning.

The Keele Integrated Studies Project was also financed by the Schools Council, in the late sixties. The project was aimed at the 11-15 age-range with an eye to the raising of the leaving age. Keele University was a regional centre which acted as a centre to support curriculum development in the area of the humanities. Packs of materials were developed through trials in schools prior to publication.

The project was organised through a project team and Teacher's Centre which supported co-ordinators who in turn worked with the schools. The University provided academic respectability and the Teacher's Centre provided chalk-face credibility. Full-time co-ordinators were appointed. The Teacher's Centre became the local hub for the project, but in time became more a resource centre, then a store-room.

The project demanded that teachers aim towards a more integrated approach in their work; that they involve themselves in the development of materials; that they re-write materials to suit the less able; that they pursue an enquiry-based approach on the part of the students.

Key Issues and Features

The way in and the way forward

Each of the five projects was faced with the task of creating the most appropriate strategy for the dissemination of the innovation. In some cases, the dissemination stage included further development stages and in some cases the dissemination strategy evolved rather than being the result of specific planning.

The success of GYSL depended almost wholly on the effectiveness of the dissemination process and, in particular, its capacity to overcome the anticipated hurdle of having to reconcile a number of conflicting demands. The dissemination strategy initially comprised two conferences; the first a regional training conference aimed at the professionals who were to be involved in the implementation in the classroom; the second a national conference to put the project forward for academic appraisal. The conflict was between the demands of creating academic respectability, leading to support and acceptance by examination boards and the demands of teachers more conscious of the practical considerations of implementation. In fact, within the teacher audience at the regional conference, there was yet another conflict of interest in relation to levels and materials which I will deal with later in the chapter. The project sought the support of local education authorities by winning the collaboration of advisers. When the examination boards gave their blessing, the project must have felt

that it had established its credentials. GYSL approached local authorities via a discussion document, proposing that an appointment be made to assist dissemination. Follow-up conferences were aimed at LEA management levels to gain support before teachers were approached. The project team claimed that the project was teacher-based, but as the project was at a fairly advanced state of development at the time of the approach to the LEAs (otherwise, how did they know what it was they had to approve and support), the claim sounds hollow. Carl Parsons seems to imply that the project's dissemination strategy ended at the point of the regional conferences which were aimed at the CSE board representatives.

- Jean Rudduck, the person responsible for organising the dissemination of the Humanities Curriculum Project concluded that
4. "innovation is difficult to accomplish, that there can be no effective curriculum development without teacher development and that dissemination, if it is to breed a continuing experimental attitude, must depend on education rather than on training." (P. 145)
- To this end then, HCP chose its agents of dissemination very carefully and chose to work through the "network of understanding people". These guardians presumably were in a position to try and preserve the purity of the product and at the same time breed "a continuing experimental attitude". The limitation of this strategy must be based on a) the number of people who came into the appropriate "understanding" category, b) the extent to which they were able to transmit the message effectively, and c) the reaction they produced in their audience.

The HCP dissemination strategy was to run centrally-based courses for teams based in LEAs. These teams would, in their turn, take the training course back to their own authority to carry

out the training of local teachers, and act as the support for local areas. The central team then acted as "trainers of trainers". According to the Success and Failure and Recent Innovation (SAFARI) project report on HCP, the national courses were successful. Local success depended on the capacity of the trainers to implement an effective local course.

The Keele project team certainly attempted to prepare the ground and, by anticipating some difficulties, to plan strategies to avoid them. Here too there was a recognition of the need to reconcile diverse interests. The project followed the path through stages of development and trials in schools with deliberate emphasis on teacher involvement in the development of materials. There was also scope for the trial schools to encourage change in the organisational elements. As the project developed, and the role of the Teacher's Centre changed, the onus fell increasingly on the periphery to maintain and organise itself.

5. "A decentralized project was still a possibility, but now depended on the teachers in the schools developing their own versions within the framework of ideas provided from Keele." (P. 24)

In the dissemination process, the project ran into some problems reminiscent of GYSL. Academic jargon was off-putting to teachers at the launch conference. The language of curriculum innovation itself was new. The problem developed interestingly in that teachers who had complained about theoretical diatribes were balanced by teachers who later criticised the lack of information about principles and problems of integration. In the Keele project it appeared to be a tension between academic rigour and "easy-

6. bake recipes". The report pointed out that "projects with a

national coverage would have more difficulty reconciling these contrasting approaches." (P. 29)

The view of Bolam, the Keele project's director, was that it was not enough to introduce materials despite the relatively high staffing given to the task, it was necessary to train teachers, and even that was not enough.

The Keele project certainly organised a structure for dissemination, which had been given considerable thought, as did GYSL and HCP. Compared with the early stages of dissemination in DGW and ATW, all three appear more conscious of the demands of the dissemination process and appear therefore to have been more calculated and organised as a result. Even projects like KISP which invited teachers to develop elements in the project did so through orchestrated intent.

This may be because all three projects had developed to a stage where a specific launch could be planned, approaches made, support organised, all to aid the centre-periphery diffusion. It is only recently that the ATW project, and to a certain extent the DGW project - in its revised form of "Group Tutoring" have determined more control and direction over the process of dissemination. In the case of DGW, dissemination was more at the instigation of LEAs who called on Button's services rather than the other way round. When the Action Research Project was developed, it was more a way of co-ordinating all the various forays which had resulted in the development of DGW in LEAs. Funding for the Action Research Project was fundamentally for supporting existing work, though wider dissemination took place. Active Tutorial Work went through a fairly long developmental stage leading to publication. It was immediately following publication that a

concerted effort to spread the dissemination came. The ATW project made approaches direct to LEAs, inviting potential trainers to courses in addition to offering to come to the authority itself. This seems a much less clear pattern of diffusion. Most recently the ATW project has made the development of LEA training strategies a major priority and is placing its recently acquired funding firmly in this direction. The funding from the Health Education Council has given the project team the resources to maintain current developments, but more significantly ATW has chosen to develop the LEA training strategy as the main means by which the dissemination can be extended, augmenting the publications.

in Books

When Button changed the focus from youth service to schools it was he who made the approach to the LEA. (Albeit at the instigation of youth service personnel). In meeting with the school's advisory service and other officers Button's project DGW met a thorough appraising eye, and an eventual rejection, principally on the grounds that Button was unable to produce sufficient evidence and documented material that would convince the LEA of the efficacy of his proposal. Lack of tangible materials and definitions of a process-based project were the main ingredients leading to doubts in advisers' minds.

ATW faced little difficulty in this respect. A body of published materials, with its own logical rationale which had already met with widespread acceptance meant that LEAs were encouraged to look more closely.

Materials and Processes

In introducing its materials at conference, GYSL met conflicts of both perception and pedagogy. Teachers responded to the

- materials in a way suggesting a conflict in geographical terms between content as fact and content as concept. The problem that the project team faced was how to get the right product image that would find a sympathetic teacher audience but which also ensured that that audience did not merely accept a disembodied pack of materials, and that the audience accepted the advocacy of its use. The project team saw the core of the innovation as a move away from geographical facts and towards geographical ideas and theories. "It was a philosophical move from 'what is taught' to the engagement of students in making judgements about issues, for example 'concept-based understanding of spatial relationships'." (P. 167)

- At the second GYSL conference, Walford was concerned "to espouse the priority of ideas", to ensure understanding and prevent the materials from being translated into content perspectives. The GYSL team asserted quite strongly that GYSL was not simply about materials. As stated earlier it wanted to encourage a style of learning away from didactic methods and towards student involvement;
8. "individual and group work, discussion, fieldwork, role-play, games and simulations are examples of the 'activity' methods that are suggested in some detail for pupils." (P. 167) This similarity with the ATW project is extended further when Carl Parsons writes,
9. "There is a requirement here, it would seem, for different attitudes on the parts of both teacher and pupils and consequent changes in teacher-pupil relationships." (P. 168)

The GYSL team give the impression that they sometimes wished that the materials did not exist and they frequently referred to them as "the Nelson version". Nelson was the publisher, but there may have been a wish that the teachers would turn a blind eye to

the materials and look more closely at the methods and concepts. The ATW project also finds this a problem. The team talks about the "approach", but has to contend with an audience that it recognizes may deliberately look at the materials as a "disembodied pack".

Active Tutorial Work, compared with Developmental Group Work, was quite clearly structured through the materials, for the classroom context. There are, I think, two issues here. Firstly, DGW, as indicated earlier, has a process very much at its core and as such, unsupported by materials which stand up on their own, has the problem of gaining acceptance by teachers - who may at the materials level, be able to establish more clearly their relationship with the innovation. The second issue is related to the other core element of the DGW innovation, that of working towards student autonomy. The innovation, as we have seen earlier, which encourages students to be more self-determining, may well meet fundamental objections from teachers who would see the move towards autonomy, to the extent that Button is advocating, as a threat. Button, in trying to influence schools to work at a deeper, more personal and intensive level, through the group-work process, would in the same process be encouraging moves to influence change in the school context too. Active Tutorial Work fits work around the school context. Only when Button felt that he should "catch-up" did he then tailor his own product into "Group Tutoring in Schools", fitting it more closely to the school context.

An interesting issue emerges, exemplified by GYSL and ATW. Are LEAs more receptive, for their part, of innovations when materials and some kind of more tangible content are involved, as distinct from their response to a process-based innovation? Not that either

GYSL or ATW were top-down innovations. Much of the initial impetus, in schools and authorities, came from individuals who had made contact with the innovation by one means or another, and sought to influence change. It is when the dissemination programme becomes more extensive and ambitious, that it seems to require the support, approval and collaboration of the local education authority. It is interesting to surmise what role innovation disseminators feel that the authority can play. Buckinghamshire is interesting in that it is very reticent to dictate policy to schools, or even give a strong line on something.

10. In Carl Parson's eyes the strategy of presenting materials, together with "instructions for proper use" resembles a sales drive, with reference to "the customers, the teachers and pupils" and the "quality of the resources" and "customer satisfaction". The GYSL team regarded the materials as starters, preferring that teachers would go on to develop their own materials. On one level the team may underestimate the actual response by teachers who seize on the materials as the only aspect of the innovation in which they are interested. On another level it may be that the more complex and conceptual aspects of the innovation only emerge through familiarity with and use of the materials, and that may be a quicker route to the process aspects - assuming that the project team's aim was to reach that target.

The HCP materials, in a variety of media and format were aimed for direct use by students. Although the ATW materials include pro-forma for use with students, the books are aimed at the teacher. HCP, GYSL and ATW were concerned to go beyond the materials. GYSL's purpose was to explore geographical concepts, and it organised its knowledge content accordingly. HCP's intention

involved more fundamental changes in the attitude relationships between teacher and student and this had major implications for the learning process.

One fear, expressed in working-party papers which discussed humanities teaching in connection with raising of the leaving age, is quoted in Alasdair Aston's chapter. The fear was that the adoption of "adult procedures" created relationships which were markedly different from those that operated in the corridor, or in other classes. If the students were treated in a distinctly different way they may develop the notion that they were "demoted to the status of children" in other classes. Colleagues too may look on with suspicion and perhaps hostility at methods which may cause student dissent in areas of the school.

DGW found a similar problem. It presented itself more clearly to school colleagues as being an explicitly different way of working. Work with small groups which leads to individuals beginning to challenge aspects of their environment appear threatening to some school colleagues. Button would direct the group worker to vigorously lead in a way that promoted student autonomy and involved the responsibility of the students. There is a parallel here with HCP where the teacher vigorously adopts the role of neutrality in chairing discussion. In just the same way that Button's group worker has his/her own set of objectives for a session, so it must be with the neutral chairman. The responsibilities of the chairman arose out of the experience in some of the experimental schools. "The Introduction to the Humanities Project" is specific in advising how to organise the learning process for the students whilst at the same time ensuring the neutrality of the teacher. This seems to be another dimension

of the quandary of Button's group worker who is open to the charge of manipulation. Operating from a set of learning objectives for a specific session both are vulnerable to the charge of over and under-steering the progress of a group's work. One is also reminded of the advice given to teachers in the ATW materials "to introduce points missed" where the HCP advice to chairmen is

11. "to represent a view which the group has not considered or to document a minority viewpoint not adequately represented in the group."

In the HCP team's view the presenting of alternative arguments does not by itself jeopardise the overall neutrality of the chairman.

In general it appears that HCP and the role of the neutral chairman has come in for more public criticism than say Button's group worker. Stenhouse observes wryly

12. "The principle of neutral teaching is apparently subject to misunderstanding." (P. 147)

He observed that people confuse neutrality in their teaching role with neutrality of personal stance. He goes on to suggest that neutrality cannot be performed perfectly if students are totally unaware of the role, because it has not been negotiated with them properly. Perhaps even the strategy of negotiating with students is new to teachers in the first instance. What the neutrality seeks is student autonomy and Stenhouse, expressing his concern that the reading difficulties presented by the reading level of the materials may lead a return to a "back-to-basics" movement, is keen to preserve that autonomy above all.

The Keele project developed through trials in schools and really gained momentum once the materials had been developed and approved. As the project developed, at the periphery in the schools, local variations increased. When teacher feedback to the project came it was to praise materials and ideas for activities, not the underlying principles. One conclusion arrived at by the evaluation team was

13. "The clue to successful innovation may lie not so much in in-service training but in the secondment of teachers to research and curriculum development teams. The involvement must be genuine." (P. 71)

What is not clear is whether the team were implying the need for depth and intensity of teacher involvement in order to bring about the necessary teacher-change to accommodate a curriculum innovation; or whether they were implying that it is only possible to disseminate an innovation, keeping it as faithful as possible to original intentions, if there is more investment in teacher involvement than can be coped with on training courses.

The Keele project was intending both innovation dissemination and innovation development by teachers, so in this instance there was a broad acceptance on the project's part, of the various modifications that were being made. Presumably there was a point beyond which the principle of integration became violated and that was the project's base-line.

Purity and variation

Every innovation faces the problem of varied interpretation and implementation. The disseminators face potential conflicts in this area, mainly internally. Is "anything is better than nothing" a better dictum for a project team than "let's keep our product pure"? Or, to go to another extreme, as Gibson stated about

GYSL, "The danger lay in its possible mis-use". The questions to ask here are, "What constitutes mis-use? Who will mis-use it, and why is it dangerous?"

The experience in GYSL, states Gibson, teaches us that the dissemination of a programme like GYSL is a "social process" involving academics, project teams, exam boards, teachers, students, parents and so on. Who should decide what is acceptable or unacceptable utilization? The HCP team, in carefully selecting its "understanding people" convey the impression that they were keen to preserve the purity of the product by purveying it through a network of like-minded people. Is it pertinent to suggest then that the more process-based an innovation and the greater degree of product purity desired by the innovation team, the more restricted will be the spread of its dissemination? The more materials-based an innovation and the greater the degree of tolerance of modification by the innovation team, the less restricted will be the spread of the dissemination? What, in each case, then constitutes the nature of the innovation?

Keele's structure operated through LEA Teacher's Centres and allowed for a widely differentiated interpretation in the use of the materials. The ATW project anticipates a widely differing use of materials, but to some extent the orthodoxy is preserved in the rationalised sequence of the printed materials. If materials are extracted and incorporated into an existing tutorial curriculum, then the project team would regard it very much as active tutorial work (lower case) implying a generic term as opposed to a specific one. Button's position is ambiguous too. Having established a "core" of the innovation, he does intimate that valuable work can be done by "warm-hearted men and women".

Not that these two cannot stand side-by-side, but the conclusion I am led to suggests that it is more "the developmental core - or nothing".

Where ATW has been received at the level of materials it is probably most at variance with its desire to disseminate an "approach". Although we may remind ourselves that part of the impetus for Active Tutorial Work came from the demands for materials from Lancashire teachers involved in EPR courses, Jill Baldwin, like Walford, is keen to "espouse the priority of ideas", which in this case is the philosophy behind the "active" approach. This should explain the momentum being put into the in-service training strategy which is now the main element of the project team's dissemination strategy.

Open and Closed Doors

Teacher perception of an innovation is the corollary of the innovation image that the team may wish to promote. Certainly there have been curriculum innovations which appear more accessible to teachers than others. In suggesting earlier that a project team may wish to protect the purity of its product, it is only a short extension of that notion to suggest that the team may also be happy for the "product-purity" stance to dictate the quality and calibre of potential teacher-users. The lack of compromise about how an innovation should be used, may well be a very efficient way of sifting out the "wrong sort" and thus continue to preserve the purity of the product.

In one sense we return to the point made earlier in relation to the perceptions of teachers in schools of the innovation taking place alongside them. A tutor, working with Active Tutorial Work, in a class-size group in very active ways may well be setting-up signals to colleagues that something different is happening.

A colleague walking along the corridor bumping into a stream of apparently blind students being conducted by sighted-partners on a voyage of exploration; students falling backwards into the arms of others; even total re-arrangement of furniture and a higher level of tolerance of student talk in class; these are aspects which may need explanation to and approval from colleagues. These aspects of the ATW project which promote student initiative and action, in a way visible to others, echoes the response of teachers to the more provocative elements of the HCP. The question of understanding and acceptance from colleagues in schools may be even more important to the life of an innovation than the approval sought and gained from the LEA.

Another aspect of this issue is concerned with the relative position of the innovation in the school curriculum and organisation. The Humanities Curriculum Project, like GYSL and the Keele project, is part of the academic domain, leading to certification through an appropriate examination board syllabus, and demanding more intellectual activity. At first this may give an innovation more difficulties in becoming established. But it does eventually give it a measure of credibility. ATW and DGW are not in the academic domain. As pastoral and tutorial structures develop and expand in schools, more and more schools are willing to accept the rationale, particularly for ATW, that it promotes efficient learning. Not only that, a successful pastoral organisation has propped-up many an ailing academic curriculum. It would be an irony though, if one of the results of effective work with DGW and ATW in schools produced a response from students which challenged the rationale behind the academic domain.

By and large they can afford to be different, though I wonder if this is another way for schools to keep them in isolation, and thus under control. It would not be the desire of the project directors of DGW and ATW. They would see a change in the relationship between teacher and students being extended throughout the curriculum; they would see some of the methodology lending itself effectively to other disciplines within the curriculum. Probably the worst thing that could happen to Active Tutorial Work is that it becomes firmly established in schools, within the tutorial domain, and quickly becomes a taught-subject taking its place alongside all the other disciplines. Perhaps this is the way in which teachers and schools re-create the image of an innovation in order to make it acceptable.

14. McDonald and Walker (McDonald was responsible for the HCP evaluation) suggest that some projects disguise the full implications for the implementation of the innovation. They do not say whether it is deliberate or not. GYSL was quite explicit and appeared to attract teacher allegiance. HCP attracted mystique. They quote Harry Broudy's criticism of American curriculum developers.

15. "Why the bright innovators are not bright enough to know that an offensive against personal significance will engender a defence is hard to understand." (P. 75)

In this respect I suggest that ATW is more like GYSL and DGW is more like HCP, particularly with reference to "mystique".

What McDonald and Walker say strongly is that HCP

16. "Offered the teacher a dream image of himself that was so far removed from his previous practice that

it severed the very connections with it that are necessary to carry a critique." (P. 76)

The cult reputation is certainly reminiscent of Developmental Group Work, and ATW is not entirely free of the same image. The charisma of the project leaders, Button and Baldwin, was quite central to the image and spreading reputation of the innovations, a reputation that was developed as a result of training courses, particularly DGW. According to McDonald and Walker, Stenhouse expressed the view that HCP might only be suited to an elite of schools; this elitism may have extended to the training team, thus compounding the mystique and cult-status. The training team of HCP struck the SAFARI project as having highly-developed personal skills and, in demonstrating their strong morale, confidence and competence, ran the risk of creating counter-productive responses in a clientele suspicious of the secret society and ritualised nature of the project.

McDonald and Walker suggest that

17. "Compared with the Geography Project's 'open-door' invitation, HCP acquired, without consciously seeking it, much more the image of an exclusive club, with election following a process of initiation designed to erase previous professional behaviour patterns and replace them with new ones." (P. 83)

DGW looks like a secret society. ATW appears to be "open-door"; but it is a bit confusing because it has some DGW secret society members going through it, sometimes using a different language.

Both DGW and ATW have had to cope with the tension of using jargon and specialised language on the one-hand and the need to present a rigorous and developed rationale or philosophy on the other. DGW has met this problem more than ATW. The ATW team can rely on a general level of education, as all its users will be teachers. DGW's audience is a mixed-ability one, and many DGW courses have had to cope with course members to whom the language used was an anathema, if not totally unintelligible. Is this another way to keep control over the purity of the product and the dissemination process at the same time?

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CHAPTER VIII

1. "No Curriculum Development Without Teacher Development"

- What Part Does Training Play?

The purpose of this chapter is to look at the part that training plays in the dissemination pattern. Firstly, I want to look at factors which may determine the progress of an innovation through the LEA and the school. The LEA's in-service and advisory policy, the role of the head in school, the nature of a school's curriculum, all have their bearing on the dissemination process. Secondly, I want to look more closely at how training in personal and social education, in the youth service, made an impact on the nature of training and, thirdly, how the nature of the training relates to the nature of the innovation.

The Training Route

The curriculum innovator faced with the tasks of dissemination and maintaining the purity of the product, often tries to kill two birds with one stone by developing a training strategy designed to do both.

Developmental Group Work and Active Tutorial Work evolved a basic training course designed to induct potential practitioners in methods and approach. Both projects developed a strategy which involved the training of training teams which in turn would carry out the various levels of initial training.

If a project's training strategy is not self funded, it then usually relies on the training support that it would receive from the LEA. In order to receive that support from the LEA, the project team has the task of convincing advisers, officers etc. of the merit of the project.

Following publication by Blackwell's, and the support gained from the Health Education Council, Jill Baldwin and the ATW team approached all LEAs thus giving them the option of involving themselves in any way. The LEA could do this by sending teachers to regional or national courses; it could invite the project team to come and run courses in the authority; it could invite the project team to come into particular schools. The take-up may rely very much on the presence of interested personnel. In the case of Bucks C.C. for example, an authority which tends to not be over-directive in dictating curriculum policy to schools, it was left to the discretion and interest of an adviser.

DGW was more complicated. As far as the Bucks Youth Service was concerned, it did not really come in through the front door. Button's involvement in the regional course, that set the whole momentum going, was at the invitation of the youth service training team. This caused a tension in the service between trainers and officers, as to who determined policy. It may have been part of this tension which lay behind the schools' advisory service not responding positively to DGW. I shall be looking at this more fully in the next chapter.

The authority in Bucks, therefore, gives support, but does not give a strong directive line. The impression is that an innovation has to stand on its own two feet and prove itself, and the test is the level of teacher take-up. "How can there be teacher take-up when support is muted?" is a pertinent question here.

The same situation applies in schools. Support from "the top" is frequently seen by teachers to be important, especially

in influencing colleagues at all levels into being receptive to an innovation. If a head takes a stance similar to that of the authority above, a reticence in taking up a high-profile position on an issue, he/she may be responsible for failing to support an innovation despite what may be an apparently liberal or supportive position. I am reminded of Button's comments about the group worker who intervenes as much through inaction as through action.

- How in touch are head teachers? Hargreaves feels that they are often not in a position to initiate reform. (I am assuming here that the implementation of the outcome of a piece of
2. training involves reform, no matter how slender.) "Head teachers might perhaps follow a move towards more fundamental reform, but they are not likely as a group to lead it." (P. 224) What is required of head teachers, apart from being the "chief professional in the institution" (1983 POST report on selection of headteachers) is that they act as enablers for others to carry out change. But Hargreaves for one is pessimistic, believing that many teachers espouse a number of developmental ideas but are not in positions of power to implement them.

Nor is it enough to assume that a training course will bring about all the changes necessary for an innovation to be implemented in any given school. Teacher change may need to be followed by yet further teacher change and by school structural change. Perhaps the most important feature of a training course is the consideration of what happens next. Teachers who undergo intensive and extensive training are often extremely dispirited when they see their enthusiasm and inspiration quickly dissipated by the day-to-day business of being in school, if their return to school meets diffidence or even hostility.

In terms of structural change, or impact upon school structures, these two innovations have implications for the way in which they are absorbed into a school's whole curriculum.

3. Hargreaves goes on to argue that we are still firmly in the grip of a deeply-embedded culture of individualism. "The development of 'pastoral-care' systems at first appears to be a strongly corporate innovation. In practice they are not always so."

(P. 88) Hargreaves argues that this individualism, within the teaching profession, results in teachers trading-off classroom autonomy by preserving their classroom isolation. The flaw in the argument is that an isolated curriculum, in Bernstein's "collected" code, does not necessarily mean isolated teachers, nor vice versa.

I have so far focused very much on schools as distinct from the youth service. However, the Group Work Training Course at Green Park, which is the focus of the next chapter, was developed by the Youth Service Training team and was aimed at youth workers and teachers. My main focus is on the impact that the course made on teachers, but it is important here, in considering the background to the course, to look at the youth service context with regard to the nature of training. It is important because it determined, to some extent, the way in which the DGW course was developed.

The Nature of the Training and the Youth Service Context

The "culture of individualism" may have its distaff aspect for Hargreaves, but it certainly provided tremendous momentum within the youth service.

4. In the document "Issues in Training", there is an overview of the development of trends in training in the youth service

since the Albemarle report.

"At that time and during the 'affluent sixties' the mood was one of advance on all fronts."

Certainly, in Bucks, throughout the latter part of the

5. sixties and early seventies the "liberal pluralist and prosperous climate" focused youth service training away from activity-based training and more towards "face-to-face" or client-centred practice. The emphasis at the time seemed to be very much on the professional youth worker in a profession where the members were still striving for status and recognition. Given the nature of the overall training strategy through trainers, full-time youth workers and part-time workers, I am reminded of the "dream-image" of the Humanities Curriculum Project. In pursuing their own professional image the full-time worker was also creating an image

6. "which figured in the trainee's imagination as a professional practice model"

Bernard Davies is quite critical of this phase, seeming to imply that the indulgence of the sixties and seventies had permeated youth service training and that "kids" had been forgotten.

7. "... for too long we have attempted to rationalise youth and community work, without paying adequate attention to the kids. Perhaps an inevitable consequence of a full-time work force is an over-preoccupation with 'service' concepts and 'professional' models of practice with 'training' and 'management' and 'skills', the whole paraphernalia of a status-bound professionalising occupation." (P. 3)

The NGT's main criticism of the Albermarle emphasis on "association" is that it did not clarify its purpose

8. "Intervention to what purpose? Relationships to what purpose? Perhaps trainers, in the mood of the period also allowed themselves to get caught up in the development of a professional training sub-culture in which primary importance was given, again, to technical skills - in this case training techniques. On the other hand this shift may have been less intentional than the previous sentence makes it sound." (P. 3)

The paper is not suggesting that the person-centred approach and all the associated skills should not be at the centre. What is being advocated is that there should be a politicization of the work in order that young people can be more aware of their social, cultural and political context and that youth service practice needs to support them in that context. What the NGT firmly believes applies to young people it also believes applies to youth workers too.

9. "Whilst trainers perfected new games in artificial laboratories and role-played into the promised land of personal liberation and self-actualisation, the real world drifted and was pushed into crisis in which the lower end of Maslow's hierarchy of needs is back in the front line of concern." (P. 4)
10. On the other hand though, what worries Bernard Davies is that the pendulum may swing too swiftly the other way.
"What seems to be crucial is that the new emphasis on social and life-skills training has emerged into work

with young people at a moment when anxieties about 'youth' and how to contain them are again very acute" (P. 5)

and

"These differences (education + training) writ small - usually very small - illuminate the deeper meaning of the swing in youth work from social education to social and life skills training. For, crudely, social education is to the youth worker what the liberal education tradition is to the school teacher. What the shift to social and life skills training indicates, therefore, is that the more person-centred and critical goals and methods of traditional youth work are now seriously at risk." (P. 9)

Davies wrote this in 1979 of the youth service. Recent developments of MSC, YTS and NTVEI make his comments just as pertinent to the school sector.

11. "If they (social educators) cannot reassert what is distinctive about the theory, philosophy and practice of their specialist field of work, they cannot hope to resist, still less to influence, the cruder, often highly mechanistic and behaviourist forms of social and life skills training now being foisted on so many young people." (P. 10)

The Nature of the Innovation and the Nature of the Training

The disseminators of DGW and ATW have the task, in designing the nature of their training strategy and in the nature of the training courses themselves, of finding the most effective way of giving teachers and youth workers the necessary skills and

insights - for their role in training others and for their role in working with young people. To that end the nature of training courses may be determined by the nature of the innovation itself as much as the nature of the training style advocated for the training of others.

This can prove problematic. Button argues that the area of personal and social education can become a test of the personality of the group worker, and it is no wonder then that a group worker may be apprehensive about the prospect of undergoing training in this sphere. Group workers may also object that the project in turn becomes a test of personality of students. (I use the term 'group-worker' here for either teacher or youth worker.)

12. The FEU report makes a distinction between social skills training and social education, as indicated in Chapter I. It notes that courses designed to train others can themselves focus on the level of skills, the personal development of the trainees (including the relevant skills), or both. The extent to which the element of personal development is an explicit aim is exemplified in the Brunel Institute's Regional Basic Course for part-time youth workers which aimed to provide opportunities for

13. "i) Personal development of the student; the understanding of himself and others.
- ii) Specific inputs associated with group dynamics, sociology of youth, psychology of adolescence and community work.
- iii) Practical youth work skills, especially those associated with face-to-face work with both individuals and groups."

(quoted in Beyond Coping - P. 19)

The Brunel course obviously intended to deal with all three dimensions through experience, knowledge and the acquisition of skills. The nature of DGW and ATW suggests questions in a similar area.

- 1) To what extent is it necessary that trainees (teachers or youth workers) undergo the full experience of the materials and methods themselves?
- 2) Is it necessary to have a personal experience at the adult level to sensitize the teacher to the nature of the experience that the youngster is likely to have?
- 3) Is it necessary, for a project like DGW which is experientially-based, that the training course should also be experientially-based?
- 4) To what extent should the trainers of trainers or group workers, make their own methods of work explicit to the trainees?
- 5) Is it possible to gain insight into methods and the experience, simply through the experience?
- 6) Will an emphasis on skills and methods adequately help personal learning?
- 7) Can they both happen at the same time?

In discussing personal and social education in the youth service as distinct from social skills training, the FEU report
 14. comments that "the two major methods employed remain experiential learning and awareness-raising group work." (P. 22)

These methods also seem to have characterised not only the work with young people, but also the methodology of the training courses. The awareness-raising aspect has its roots in therapy-group work and is more concerned with increasing the sensitivity

of group members, increasing diagnostic ability and increasing the ability to choose appropriate action according to need.

The social-skills aspect has its emphasis on behaviour. The emphasis is on establishing a pattern of external visible behaviour as a norm. The learning involved is "how you do it" in other words, how you carry out the work with adolescents. It is often criticised for being manipulative in that the desired behaviour, the objectives for learning are not established by the recipients. No matter how subtle that process is it may be criticised for being mechanistic.

15. "Training can improve the ability to recognize emotions by observing carefully the verbal and non-verbal messages in interaction. Training can also improve the ability to recognize emotions which lie behind and motivate paradoxical modes of behaviour, for example, the fear and insecurity which can often underlie a verbal attack."

The strengths of an approach which focuses on this element is its explicit nature and the advantage it has as a result of feedback - which is so much easier given the external nature of the objectives.

"Beyond Coping" suggests that different parts of the education service are preoccupied with some aspects of social education more than others. In considering our two innovations it is worth noting that DGW had its origins in youth work and has more of a focus on experientially-based learning and ATW is focused on schools and, despite its origins, is more akin to information and skills-learning.

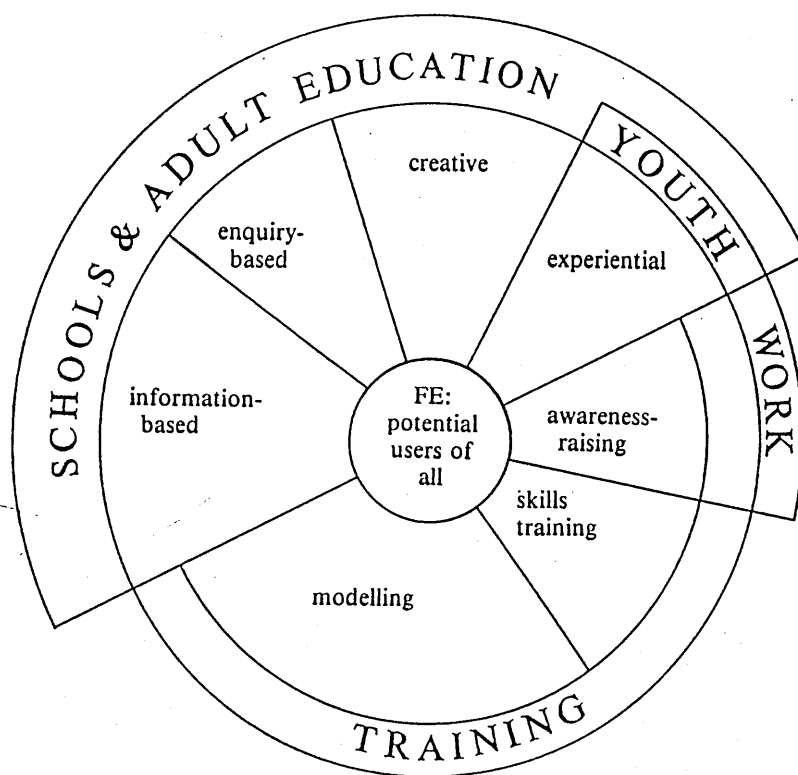


Fig. 6 Approaches to Social Education and where they can be found

The report also recognizes other difficulties in training in these areas. An aura of mystification surrounds awareness-raising training. The apparent immunity of the group leader can cause anger and frustration in group members. There is a problem of transferring what is learned in the artificial training situation into "real life" situations. Trust is required if a high degree of personal disclosure is encouraged. The work can be conducted with varying degrees of explication. There is a risk of exploitation and manipulation. "It may be that the most serious drawback to the approach is the scarcity of workers with the ability to manage it well." (P. 45) All this has somehow to be dealt with in the training of group workers and in the training of trainers.

We return here, I think, to the apparent paradox which may be built-in to training for autonomy. We have two innovations which seek to increase the level of autonomy of young people. The DGW model and ATW methods are designed with this in mind, and this is what should characterise the learning objectives which the group worker holds for the youngsters. In learning "how to do it" with youngsters, group workers may find themselves receiving the methodology in a didactic mode, or in an experiential mode. Both innovations ask trainees to adopt the proposed model and methods, though the emphasis and character of the training courses is different, as we shall see in the next two chapters. If a group worker plans a series of highly structured tasks, it is calculated to help establish adolescent autonomy. If a trainer plans a series of highly structured tasks, it is calculated to help trainees help establish adolescent autonomy.

A further apparent paradox emerges if one suggests that strongly-directed methods may effectively promote adolescent autonomy. The corollary may be that inactive approaches and methods may produce inhibition and suspicion and the notion that the group worker is the one with all the control. This was brought home very effectively in Beyond Coping which quoted an example of the "laid-back" approach which produced the following response

17. "you're trying to psycho-analyse us"
and

"we've got you sussed out now" (P. 76)

The feeling was that the main purpose of the session was being kept from the group.

If "personal" issues emerged in the nature of the work, at whatever level, and was interfering with the continuation of a task, even if the task is a personal one, Button would insist that the personal issue be tackled before continuing with the task. He would see personal learning arising out of that kind of experience and would place the main focus of the work there. Baldwin places the emphasis on the acquisition of skills, and, in her training courses puts a major focus on the pedagogy, explaining what she is doing, as she is doing it. What is more implicit is the personal learning which must then come through the acquisition of the skills - and perhaps this is a fundamental distinction between the two innovations, one that is built into all the stages of the diffusion and exemplified mainly at the level of the training course.

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CHAPTER IX

Developmental Group Work - Training Course in Bucks C.C.

These next two chapters focus on the two innovations and the training strategies implemented in practice, through to the implementation in the classroom, or with adolescent youth group. But before going further it may be appropriate at this point to give some background detail to the authority and the complexion of its education service in schools and its youth service.

Buckinghamshire is one of the home counties, reaching down to the Thames at its most southerly, and bordering on Bedfordshire and Northamptonshire in the north. It is a long County. Its schools are organised through four separate divisions. Milton Keynes is the most northerly division and is the only one that is comprehensive. All students go to secondary school at 12 years of age. The county still operates a selection scheme in the three remaining divisions with students starting at 11 in either grammar schools or secondary modern schools. The youth service investment is in the provision of full-time youth centres, free-standing buildings staffed by full-time youth workers. In addition, the authority provides staffing in the form of youth tutors based in either purpose-built youth centres on school sites or in the schools themselves. The Youth Service Training Service has maintained a residential training centre at Aston Clinton since the early sixties. It also operates training schemes which run in the local areas. When the Youth Service became the Youth Community Service it absorbed the work being done in adult day and evening education, usually undertaken on school sites, as part of its brief. There has been a tradition of partnership established in the County, between school, youth and community

education.

The Developmental Group Work Course, as indicated previously, was established in Bucks C.C. through the Youth Service Training Service, at its centre in Green Park, in the early 1970s. The course was based entirely on the work of Leslie Button who had established the structure and the nature of the course at the earlier regional course.

The first follow-up course was also aimed at the full-time youth workers and youth tutors from three local authorities. The next stage was to extend the courses to a wider in-county audience. The next year's course therefore was aimed at part-time youth workers, probation and social workers, and teachers. This aim was not so explicit, but this cross-section came as a result of wider advertising.

Each course followed the same structure and pattern. It was for 6 months duration, beginning in January and consisted of 3 residential week-ends spread throughout the 6 months. In addition there would be fortnightly tutorials in local areas held in small groups, together with any individual tutorial as required. All course members were required to undertake regular fieldwork in their places of work, as a major component of the course.

All the courses operated in the same way as those mounted by the Brunel Institute mentioned in the previous chapter. The aim was explicitly two-fold. Course members would be expected to work on their own level on their own personal and social development. Course members would be expected to learn and acquire skills and techniques that would enable them to work with groups of young people in the same way. The courses were conducted

through plenary sessions and, predominantly, small groups of between 6-8. The methodology and practice of Developmental Group Work as advocated for use with adolescents was the methodology through which the course for adults itself operated. People undergoing training therefore experienced the methodology, first-hand as recipients, witnessed the actual practice and were encouraged to relate the exercises and group work to their own personal learning.

As indicated earlier, in Chapter II, the courses at Green Park were initially aimed at trainers in youth service and full-time youth workers. The Youth Service training team immediately introduced elements of Developmental Group Work into its courses for part-time youth workers. After two years the course offered to part-time youth workers became one that was wholly-based on Developmental Group Work and used Button's methods and course structure.

Many of the part-time youth workers were also teachers or social and probation workers. By this means and a more widespread advertising campaign, the course reached a wider audience and was seen as having some relevance for schools. Certainly many teachers who attended the course carried out fieldwork in their school setting, with voluntary groups, as distinct from work in youth centres. Increasingly teachers were seeing some value in the group techniques that they were acquiring, for other curriculum areas and in their tutorial role.

At this stage I want to explore the nature of some specific courses and their impact on course members and their clients, in youth centres, schools and other groups.

The following features of the course aims, methods and structures are taken from literature published for course members.

The Aim of the Course was seen to be

"To help students (course members) become more effective group workers so as to aid the healthy development of individuals so they may choose freely and act responsibly in their environment."

More Specific Objectives were to help people

- " 1) Develop social skills so as to converse freely and constructively with people of all ages, backgrounds and position.
- 2) Develop feeling of inner contentment and security.
- 3) Develop relationships in which there is mutual trust and understanding.
- 4) To make a positive contribution to the life of their community."

The Course Method consisted of

- " 1) Knowledge - the acquisition of certain concepts and theories about human behaviour and group dynamics.
- 2) Skills - the tools, activities and styles of leadership.
- 3) Experiential - experiencing one's own development through a group work process."

and "Believing that true learning only comes from doing, we strongly urge each student to become actively involved with a group apart from the course."

The course makes a number of other things explicit too:
"Training assumes change, the process of which is not
always comfortable.

We shall be looking very closely at ourselves and others,
in a way taking ourselves apart, but then reconstructing
the pieces to find, I anticipate, a richer and greater
understanding than we had previously."

- The "I" is the course director in this case.

"We rely upon the unceasing interest of people in
themselves."

These notes were given to course students at the end of the
first of the three residential week-ends. The
plenary notes of the second week-end began:

"Towards Individual Autonomy

One of our aims is to assist others to become free acting
individuals. That is to say achieve an inner security and
gain an awareness of the effect of external influence upon
them, so that they may 'take charge' of their own lives
and thereby accept responsibility for their actions."

And below I have reproduced the programme for the first
phase of the training programme that began in January 1979.

GREEN PARK

TRAINING IN GROUP WORK 1979.

Phase 1

Residential Weekend 5-7 January 1979 and January and February tutorials and fieldwork

Period	Concepts/Theory	Activity/Skills	Experiential	Action
Weekend 5-7 January 1979	1. Nature of relationships Type of relationships: Close Supportive Neutral Antipathetic	1. Meeting people - physical contact introductory conversations person orientated discussion	1. Focus attention upon early group climate How does it develop? What contributes to this development?	
	2. Group	2. Trust and Support	2. Personal starting points assessment of current strengths & weaknesses Feeling about self	
	3. Group Work Function	3. Concentric cycle friendship diagram Life-space diagram	3. Appraisal of self and group development	
	4. Group Work Skills Observation Recording Preparation Incisive leadership Supervision	4. Listening- reflect emotive words empathy 5. Role Play 6. Facilitating a group experience 7. Self description form 1.		

Fig. 7 Training Programme - Phase 1 outline

Period	Concept/Theory	Activity/Skills	Experiential	Action
Fieldwork January & February	<ol style="list-style-type: none"> 1. Opportunities for group work in local setting 2. Background information of group members 3. Initial interviews 4. Group experience 	<ol style="list-style-type: none"> 1. Evaluation 2. Recording 3. Supervision 4. Planning future action 	<ol style="list-style-type: none"> 1. Self appraisal 2. Appraisal of performance with client group. 	<ol style="list-style-type: none"> 1. Observation of individuals and groups. 2. Reconnaissance of groups with a view to deeper involvement 3. Establish contact with a group and seek a positive commitment to on-going meetings 4. Engage group in activities which will captivate them 5. Discussion topics : Friendship Trust Support Group climate Self description 6. Prepare for group experience 7. Role Play 8. Completion of Friendship Study questionnaire.

Fig. 8 Training Programme - Phase 1 outline

These course details stem from the course that was mounted in 1979 and it is interesting to see how, for example, the objectives have been developed or changed from those that were established for the course in 1976:-

"objectives

- a) to consider the reasons why we think that Group Work is appropriate to Youth and Community Work and to look at the method and content of the course.
- b) To sharpen our general awareness of small groups in our working situation.
- c) To consider the make-up of a group with whom we could work; think about the way in which we shall make initial contact and enlist their interest in on-going meetings.
- d) To examine our mode of personal exchanges and ways in which we can break away from some customs and taboos.
- e) To build a supportive situation - including the possibility of a Fieldwork Supervisor.
- f) To increase facility in personal conversation.
- g) To perceive our own development during the course by first understanding where we are now. "

In style and format, these two introductions to the respective courses, the first documentation that course members would see, have similarities and differences, but what is clear from both is the dual aspect mentioned earlier of course members' personal development, and their development as practitioners in the development of others specifically in groups.

As stated above, the "Training in Group Work" course was aimed at a wide spectrum of people involved with the social and personal education of adolescents. The course members were mostly part-time youth workers and teachers. In asking course members to carry out fieldwork, the course was not specific about the location or source of a group - it could have been youth club or school.

I concentrate here on teacher members of the course, people who were expecting to work in school, though later in the chapter I shall also be drawing on contributions from part-time youth workers. All the contributions were gleaned from questionnaire or informal or taped interview.

The first area of interest is to look at the objectives which the teachers held prior to coming on the course. There is an extent to which they differ from those of the course, and to which they differ from each other.

For example one teacher's objectives were quite clear

TEACHER A

"I don't just want a theoretical background, I'm expecting a definite course with a formalised approach for working with people. I don't want an 'encounter' type experience and I want to increase my range of learning."

This particular teacher stated no aims for what the course calls personal learning; but aims related to professional practice.

TEACHER B

"I'm going to increase my counselling skills, to develop skills in handling kids lacking basic social skills, to help the isolated to be more integrated in their group, to increase my confidence in leadership."

Both Teachers A and B emphasise the element of professional skills and knowledge which they wish to acquire. This contrasts clearly with the course objectives which would see work on the self and the training group leading to personal learning, as being the basis on which learning skills could take place.

Teacher A's statement is a more explicit statement about learning and the teacher's view of their own personal learning. Is there the assumption here too that the teacher associates change in terms of skills and techniques, as opposed to change in terms of feelings or insight? To what extent would this externalisation be maintained in work with school students? Is this a behaviourist's objectives?

There is also an immediately implied conflict here, where the teacher has already set up barriers to their own learning and yet is going onto a course that deals experientially in the area of personal and social development at the level of the adults' own learning.

The objectives of Teacher B were even more specific. He wished to attend the course to increase his skills in counselling because he had ambitions to become a Head of House - a post of tutorial responsibility. No "personal learning" aims were stated and the expectations were related to a narrower professional practice.

TEACHER B

"I want to receive given insights and to achieve a greater understanding of how groups work. I expect it to be theoretical and high-powered. I'm looking

forward to spending time with people who are more expert. I also expect to enjoy myself."

My interpretation of this is that the teacher was wanting to be on the receiving end of a didactic mode of teaching and appeared to have no inkling, despite course literature, that the course was to be more practical than theoretical and more experiential than didactic.

TEACHER C

"I saw it as a sort of exercise in self awareness, how to get on with people. I want to understand what goes on in groups, particularly where there is a potential conflict. I want to acquire a number of magical techniques - 90% of my work is done in small groups."

and

TEACHER D

"I want to get to know myself and others. I want to let go. I work in class with small groups - it ought to be helpful. I want to overcome my fear, to get to know myself and others. To make the individual and group more aware, get to know complexities of group work in school. To be forced to realise problems."

My interpretation of Teachers C and D is that they are both concerned with being more effective as group workers, through understanding and the acquisition of techniques, but there is also a strong emphasis on personal learning.

I interviewed these same teachers immediately following their first week-end on the course. They all referred constantly to the personal experiences that they and others had

had. These experiences met with varying degrees of acceptance and non-acceptance. The degree of intensity of that personal experience appears in some cases to have led to the opinion that such methods and strategies employed with adolescents would be harmful or dangerous. It would not be appropriate to subject school students to emotional cathartic experiences. The teachers, talking about their group experience on the course felt that they were permitting themselves, not always consciously, to be manipulated by the group, the leader, and/or the group process. A particular source of stress and anger appears to be the perception of what the group leader was doing, whilst that group process was happening. In observing the degree of the leader's detachment, the unemotionally-involved empathy of the leader, some of the teachers had the strong feeling of being pressurised by the small group, not necessarily explicitly, to participate. The pressure came more from example - in other words one of the group members would make a disclosure of a personal and perhaps intense nature and there would be a feeling in the group that each member had to give in like kind.

TEACHER A

"The group experience was an unwelcome shock and surprise. It was intense, I repeat, intense. It would have been better if we'd met socially beforehand. There were a lot of tears. Although it was voluntary there was a lot of group pressure, a lot of power being let loose. It hurt me; it was a destructive hurt. It shattered false images. Free will did not operate at all. I don't agree with checking false perceptions against others' perceptions. I prefer to think the best of people. It's difficult to

understand the group experience when you have experienced it. I question the harm. In working with a group, I see a contradiction. You want the group to understand each others' behaviour, to think about others, their feelings, bring their feelings out in the open. It asks people to share their feelings, but I want to limit the emotional response. I see it (the course) as promoting social attitudes."

This response, I think, is consistent with Teacher A's expectations of the course beforehand. The teacher quite definitely did not want an "encounter" type experience, for whatever reason, but appears to have felt that he participated in one. The matter of peer pressure, in the sense of how the receiver perceives it, is I think, a major issue here. Teacher A is quite clear that he felt that he was not in control. Despite the exercise of free will in entering into the experience Teacher A felt that he had lost control of that free will. In this instance the experience obviously left the teacher concerned feeling vulnerable and hurt. It raises the question of the autonomy of the individual and whether within this social context, it was operating to any degree. Is there a conflict between the "social attitudes" that the teacher saw as being desirable and the "personal learning" that was not desirable.

It also raises further important questions about the nature of autonomy in the learning chain and the extent to which the course methods were explicit.

The Teacher had expressed a wish to receive skills and was expressing a particular attitude towards the teacher-learner relationship. It poses the question whether teachers find it

difficult to handle the receiving end of a non-directive learning situation, preferring instead to be taught didactically. Perhaps they also feel more comfortable where there are strong authority relationships, whichever end they are on.

The main point though is the autonomy of the course member at this point. Having walked into a situation with their autonomy protected to some extent by their defence mechanisms and other props, they then feel co-erced, in an implicit but powerful way, into dismantling some of those props, leaving them vulnerable. What was the role of the group's tutor at this point? Were the methods implicit or explicit? We shall see in the next chapter that Jill Baldwin is very conscious of this aspect of a training course and provides a running commentary on her own methods whilst conducting the activities of the session. In this group though, it appears that the methods were more implicit, leaving the group member feeling co-erced and manipulated into contributing more than he perhaps had wished. Jill Baldwin, in being explicit about her methods was also offering a visible model for teachers to emulate in addition to identifying the requisite skills. In the group above, the teacher may not have perceived what techniques were being used and may have been left wondering how it had all happened. Is this another example of what appears to be a "top-down" version of autonomy? If it is, it still leaves the course member asking questions and trying to relate their personal experience to their practice with others.

Another question to ask is whether the teacher wished to inhibit the response of the group with which he was working

("I want to limit the emotional response") because he felt that the students involved would similarly lose their capacity to exercise their own limitation on that emotional response; or because he would have felt uncomfortable, as the group leader, in dealing with such sensitive and intensive material. I suspect that the answer to the question would be both.

TEACHER B

"The course is quite artificial. I see no link between the course and the work in school. Too many silly games, touching. I want theory. I feel I would like to know. The tutor style was not active. They conveyed feeling by expression. I became quieter and quieter. I imposed more to defend others. I would like more structures and less silences - they are uncomfortable."

I think that Teacher B touches on a significant issue here, though perhaps not deliberately. Having indicated earlier in the chapter that the aims and methodology of the course were basically two-fold, that of personal learning through the methodology and the acquisition of the necessary skills to facilitate the personal learning of others, there was frequently a major gulf between the two in usually one of two ways. Either the personal and group experience for the individual on the course became central and there was very little active fieldwork with a group of young people; or the personal-group learning was seen as secondary to the task of carrying out the fieldwork. In the case of Teacher B it is complicated by the fact that the teacher concerned does not see a link between the two components. If the course has set out to achieve its aims through experiential learning it has patently failed in this case to communicate that to Teacher B. Again Teacher B's response is consistent, I feel,

with the statement of that teacher's initial objectives. And again there is the suggestion of discomfort at the nature of the group experience.

TEACHER D

"I recognized that the group has a role to play in solving problems. A support to help outside. I became aware of personal barriers. I was suspicious and mistrusting of the process. I see the tutor being careful, selecting words, manoeuvring the group. I feel a dilemma between structure and non-structure, directive and non-directive, learning cues and hints."

(This teacher added, verbally at another time, that she mistrusted the process when she witnessed another group member disclose a considerable amount of personal information which she, Teacher D, knew to be completely untrue). "I have a heightened awareness of others.

The task is personal. I had a major change in my perception of leader development. I'm not so threatened by the tutors on the course. I'm more contemplative about my personal style. I can see it's O.K. to be directive. I can now feel more relaxed with classes and not feel the need to dominate. I can let students take over. It's a short step to connect adult worries and fears to a realisation that children carry them as well. I can now allow students to voice their frustrations and criticisms. I also try to encourage students to listen more."

The personal learning involved here may well have been completely unsought by the course directors. The rationale for

the element of personal learning is that it gives course members first hand experience of being on the receiving end of the group-work methods and gives them insight into the nature of the learning experience likely to be received by their groups of young people. Teacher D carried out a considerable amount of fieldwork with a small group over a nine-month period. But in her case the personal learning was transferred to the wider sphere of her work, in her class teaching. Her awareness of her "leading" style, the amount of learning responsibility that could be given to her students and a resolution of what appears to have been a dilemma about being directive or non-directive, have all been issues for this teacher, in addition to the small group-work strategies employed.

I think that what is also interesting here is change that has come about through attitude change. In my view this teacher has become more autonomous, primarily through her increased awareness about her teaching styles and their effect on others, and her attitude towards herself. It still leaves the question of whether it increases the autonomy of her students, but it is noticeable that that features as an aim for her students.

Teachers A and B gave more stress, in their expectations, to the "professional" nature of the learning that they wished to do, but their retrospective reflections emphasise the dominance of personal learning in the experience. This is linked to a resistance in the application of the learning experience to adolescents. Teacher D, who was more open to a personal experience in the first instance, gives the impression of being comfortable with her developed self-image, and that this is likely to lead to more effective professional practice. Teacher A

appears to be ambivalent in the sense that he appears comfortable now with the level of personal learning but is very dubious about putting anything into practice. Would it have suited Teacher A better to have had the emphasis placed totally on skills required to put group work into practice? Would that then have been unfaithful to the philosophy of the innovation, which would regard the elements of personal development and group work skills as concomitant?

TEACHER A

"I'm more aware of others' views of myself, and I'm less worried about those views. I'm less embarrassed about meeting people for the first time. I'm reconciled to different images of me to my self-image. Overall it was painful but rewarding. I won't use it in the (subject) area. I feel isolated in the department. Their lack of sympathy and understanding means that they are reluctant to support anything of this type."

These comments were made by Teacher A at the end of the course, and I would suggest that there has been some shift of position. Teacher A seems more accepting of his own personal learning, despite the pain of it, but is still reluctant to consider implementing what he learned in the curriculum area. The reason given for the reluctance is different this time, and is something to do with how the rest of the department may react. Is this a rationalisation of some different feeling? Why, given the degree of his own learning, does Teacher A feel that there is little scope for increased sympathy and understanding among his immediate colleagues? Do they need to go on the course too? This highlights another dilemma, frequently experienced, by

teachers who have attended a course, undergone some change, perhaps significant change, only to return to face a world that is in itself little changed, and they quickly become re-socialized into the normative pattern of the daily working life.

TEACHER B

"It was a most important experience. I always hated meeting people. I did not consider others would find me awesome. I'm more aware of my projected image, more sensitive to the needs of others. I'm more generous in dialogues. I'm more able to acknowledge the role of sexuality in relationships. The personal developments have been the main thing."

The degree of personal learning is once again emphasised, again by a teacher who initially had resisted the idea. In contrast Teacher C had sought some kind of personal learning, albeit linked to professional practice.

TEACHER C

"I don't think I gained. I didn't really expect or want to. It would have meant not being myself. It would have meant adopting an image to conform to a group's norms. I acquired new skills for leading a group. The blocks are in me. The course concentrated on investigating a specific situation with specific relationships. General skills and materials were dealt with only superficially."

This is interesting and somewhat enigmatic. It may be that Teacher C was not only happy with herself from the point of her personal development but was also able to resist being drawn

into the group's more personal and introspective activity, unlike Teacher A. Her experience of the course was thus further impoverished by the fact that "general skills and materials were dealt with only superficially." The area of doubt is the nature of the "blocks". Recalling that Teacher C was hoping to acquire a number of magical tricks to use with groups, it would appear that this teacher wanted to restrict the learning to that level, the level of techniques and materials.

My earlier interpretation of Teacher C was that she was concerned both with personal learning and skills (or "tricks") learning. This later comment perhaps reveals a more accurate original stance, or a change of attitude as a result of the experience.

TEACHER D

"I am much more aware that others, despite impressions to the contrary, are insecure and apprehensive. That my attitude and behaviour which could be described as brusque and business-like, alienates people rather than supports them. I now feel more at ease in groups. Previously I wanted to be totally remote from a group, or to control it."

These reports from four teachers are representative of a wider sample of teachers and others who participated in this particular course. They reflect changes of stance and perspective, but with no especial pattern or consistency. What does appear, through the experience of the course, is a subtle range of personal statements and responses to the course, and that the learning in this area was more significant than the learning in

the application to a group of young people. Where there was a superficial level of learning on the course, it may have been due to levels of expectations, preparedness to learn, inhibition, or simply because the course members for their own reasons wanted it to remain superficial. What was borne out in the overall course evaluation of all dimensions of the course is that there appears to be a difficulty in the objective evaluation of the personal experience, and relating that to the group, and personal skills which were employed in that process; and the assumption was made, by the course directors, that it would be sufficient to expose the course members to the skills, and increase their level of sensitivity. The result was that little work was done on the process of leading groups and employing the relevant skills, techniques and materials in the training experience.

If the primary aim of the course is to change and develop attitudes before being able to work on skills acquisition, we then need to ask whether attitude change has to be brought about invisibly. Experience on the ATW course, discussed in the next chapter, would suggest not necessarily.

This part of the course was undertaken as fieldwork and was sustained by the regular, fortnightly, fieldwork tutorials. These tutorials generally were able to focus themselves on the matter of the fieldwork being carried out by the course members, but very frequently it was found necessary to continue elements of the work which were the residue of the residential week-ends. This frequently obstructed the fieldwork tasks, rightly or wrongly. The course directors would advise that such "week-end" business be tackled, but would then have to acknowledge that the time involved might jeopardise the support given to practical

fieldwork. The response to this dilemma, from the course directors, would be to suggest that it was probably necessary that such items were tackled because they would get in the way of fieldwork in any case.

Here we see the two main prongs of the course in conflict. Button would argue that when faced with a conflict between "task" and "personal" business one should always deal with the "personal". The course directors would have agreed with that, but would have pointed at the clock and said that there was not enough time! The other interesting issue is the emotional "mixed-ability" nature of the class. Despite focusing on personal development at the week-ends, and to some extent at the fieldwork meetings, there would come a time when it would need to be put "on-the-shelf". Without doubt though this frequently produced a pressure and caused the course directors to contemplate mounting a personal and social development course for prospective "Training in Group Work" course members, to sift out potential "problems".

The course has been running for a number of years and is followed by an evaluation by the course director, tutors and course members. I will quote from one which appears to be representative in the points that it makes.

"Personal Development of Students (course-members)

Most students showed movement of some kind, it being more marked in some than others. It was noticeable that a small number were resistant to change of any kind. A dilemma which was present throughout the course, and which will be referred to again was the problem of maintaining a balance between personal development and practical fieldwork and certainly a number of students

appeared to have indulged in personal exploration to the exclusion of fieldwork. In some cases this might be justifiable. If these people are to be of value to the (Youth) service then further emotional and social maturity needs to be acquired.

"Training for leadership assumes a degree of personal development as leadership skills are not only the practical application of techniques but the overall development of imagination, creativity and awareness. However, this is not always readily seen by students as being an essential part of training and so it was not until later in the course that some students began to realise that personal development was an essential element.

"Having come to this recognition it was sometimes necessary for periods set aside for personal development to be guillotined in order to fit in with the course time-table. There does not seem to be any satisfactory way of coping with this, short of running an entirely un-structured course"

What is implied in this account is that there was quite a marked difference in the course membership. The course was "mixed-ability" in all kinds of ways. It is one thing to structure learning for a wider range of intellectual capacity, it is another to structure learning for a wider range of emotional capacity.

As indicated earlier Button would always say that it was important in the first instance to deal with any personal material before moving ahead onto the next task. Having said that, the course had increasingly emphasised the personal learning aspect and of course had generated more work in that area. I will return to this aspect towards the end of the chapter.

It is a further irony to have to contemplate why it was that the course could not fully answer the needs of individuals within the group, when it is the core purpose of group work. Time and the large-group format employed may have been factors here. Perhaps the course could not realistically achieve both aims and to that extent was really over-reaching itself.

To return to the course evaluation:

"Assimilation of Group Work Techniques

Again the understanding has varied from student to student, but one notable feature does seem to have been, that while during the week-end sessions of the course there would appear to have been an understanding and acceptance of the concepts behind the techniques presented, when it has come to put them into practice there has been some breakdown. This would appear due to some almost mechanical adaptation of the techniques rather than being imaginative and presenting them in a fashion which is most appropriate for a particular situation In general, students appear to have failed to grasp the on-going diagnostic concept basic to the course"

This seems to be central to the problem of getting the innovation into practice with adolescents. Firstly I would question whether there actually was "understanding and acceptance of the concepts behind the course". My own perspective of this particular course, as with many of the courses, was that there was a breakdown in the transference of the practice in the field, and that a fairly mechanistic *modus operandi* characterised many of the fieldwork experiences suggesting that there was not a full understanding. What certainly did fail to come across was the

"on-going diagnostic concept" and this is core to the developmental nature of the work in DGW.

The following extract from the course evaluation focuses on the implementation in youth clubs, and highlights some of the constraints felt by some of the part-time workers in their task in putting DGW into operation.

"Fieldwork Practice

A difficulty which many students faced was finding time on their usual duty night to undertake work with a group of members. It would appear that in future students should be made aware that it might be necessary to find another evening on which to undertake their work with a group. A further problem where students have worked under the supervision of another leader, has been the conflict of interests and expectations. This last point would appear to be borne out by the greater overall success achieved by those students in charge of their own situations. There does appear to be some time lag between the introduction to group work techniques and the students' preparedness to put them into practice

In processing fieldwork practice at tutorials there has been an avoidance of honest and open assessment of the work undertaken, often due to a mutual protection system operating within the group."

It appears strange that the course should be recommending to its course members that they undertake their fieldwork on a night other than when they are undertaking normal duties. The intention of the course was to encourage youth workers, part and full-time, to change their practice, their normal practice. The strategy of encouraging a separate initiative may reinforce the idea of

group work as being something extra or separate, rather than permeating the life of a club, as envisaged by Button. The "fieldwork practice" paragraph also highlights a further weakness in the overall "dissemination through a training network" strategy.

By concentrating, in the first place, on the full-time workers, the training team hoped to influence their practice before being able to extend the training to the part-timer. The full-time worker would be able to offer support to the part-time worker from a position of knowledge and experience. Whilst this was obviously the intention it was not fulfilled in practice. Not only did the full-time training scheme not cover all the relevant staff, it met a wide variety of response from whole-hearted support to outright hostility. Thus, in the full-time clubs, there was an uneven level of support.

The time-lag problem posed another problem. To a large extent the whole course was a somewhat exaggerated "trust exercise". Although the course literature indicated the path that the course would take, it was vague and, because it was a course based on experiential methods, obscure. Apart from creating something of a mystique and uncertainty about final destinations it asked course members to embark upon a period of fieldwork when they were not in a position to advise their fieldwork group as to their ultimate "destination". As the fieldwork commenced in the first of the six months, this left a large amount of uncharted territory.

"Selection"

As suggested earlier the nature of the course leads some tutors to arrive at the conclusion that before undertaking Developmental Group Work with young people, many students need to have achieved a certain level of social and emotional maturity themselves. These tutors argue that for some students it is not possible for their own development to proceed alongside their developmental work with young people as one becomes subordinated to the other, usually in favour of their own development. The anti-selectionists on the other hand are unhappy about the criteria which may be established for the selection of students to the course and the fact that some people, by such means, could be excluded from obtaining training

The difficulty over selection reflects, in my view, the double message which appears in Button's book "Developmental Group Work with Adolescents". On the one hand Button itemises the very sophisticated skills and qualities required from the effective group worker; on the other hand he sketches out his strategy for involving the part-time staff of youth clubs. The two may well be, though not necessarily, mutually exclusive. The dichotomy is certainly reflected in the Bucks Youth Service Training strategy.

In the notes prepared for the introductory meeting of the tutors who would be working on the course during the year following the one referred to above, the course philosophy stated the following.

"The underlying premise being that the leader is a social interventionist rather than just a provider of opportunities. However, some of the following points need

to be kept in mind, because some of the activities presented on previous courses are so foreign to young people and threatening, little progress has been made. There should be a change in emphasis to one in which the worker is helped to meet the young people on their terms rather than imposing outside ideas."

This paragraph signifies confusion in my mind. Having affirmed that the function of the worker is to be interventionist rather than accepting, it acknowledges the difficulties that are then set in train. It might also have easily said that the activities could be just as foreign and threatening to the people who were undergoing training. The philosophy appears then to compromise itself in its change of emphasis to some extent. The question that most needs answering is why it was that "little progress has been made".

By quoting from course evaluation documents it may appear to give the impression that the fieldwork picture was a bleak one. There is, however, plenty of documentation of very active fieldwork to suggest that the implementation of the innovation, through the training model, actually reached the clients, in this case the young people in youth clubs. What is also clear, however, is that where initiatives were taken as part of the training course, they were rarely followed up in the period following training. Little work was sustained in youth clubs or in schools of a structured developmental kind, along the lines of Button's developmental model. It is important though to give at least one example of a response from a part-time youth worker on the course:

PART-TIME YOUTH WORKER A

"I think that over the last six months I have learnt a great deal about myself and also other people For the first time in my life I have felt perfectly at ease with a large group of people of both sexes and all ages. The confidence that this has given me has been very helpful in trying things with groups of young people in the Youth Club

I have also learnt to trust people more and I have I hope become more trustworthy

In the Youth Club I have managed to form a group of young people and unite them in doing something constructive "

I have touched on some of the difficulties facing the part-time youth worker in trying to carry out group work in the youth-club setting. Teachers on the course who did not work as part-time youth workers gained their fieldwork experience in general by contracting a small group in school with whom they worked at lunch-time or after-school or perhaps in one of their non-teaching periods. The implication of this was that it was not possible, given the small group emphasis placed on the work, to work with groups of a normal class size, say about thirty. Button, at this stage, was at the point of trying to develop strategies to cope with this difficulty, and one suggestion was the use of sixth-form students as small-group leaders orchestrated by the teacher of the class. Students at Swansea University on the one-year course there also did their placements in situations where they could support work in progress.

One such experiment was carried out over two years involving sixth-form students at Bridgewater Hall, Stantonbury, in conjunction with a student on placement from Swansea. It should be added that the Swansea students were qualified teachers who were undergoing further training. Button would regard them as experienced and able group-workers.

Sixth-Formers project in DGW

Five sixth-formers, all girls, volunteered to participate in a programme of work, organised by a student on placement from Swansea. Each week, for four weeks, the organiser conducted a training session with the sixth-form students at which they experienced as a group the activities that they would be carrying out with small groups of third-year students. They also prepared for their role as group leaders. Each week they carried out two sessions with their third-year students; all members of one-tutor group.

The sixth-formers worked on a number of areas - breaking ice, greeting people, awareness of others in the group and their space in the classroom, the establishing and recognizing of norms in a group. They had to deal with issues which emerged as the work progressed. Embarrassment, timidity and apprehension were among the earlier problems which they faced. To some extent this reflected the sixth-formers' own feelings and the sessions became more assured and confident as the sixth-formers themselves became more confident.

When the programme moved into areas of trust it was with a view to provoking thought and discussion, as well as attempting to engender trust. The more "difficult" the activity in terms of "awkwardness or discomfort" the more intensive became the follow-

up discussion. In personal discussion, managed in small groups by the sixth-form students, the activity experienced was deepened infrequently. The most fruitful areas of discussion emerged when the whole group dealt with the issue of the sexes and their separateness in the group. By common consent the girls in the tutor group were regarded as more mature than the boys. In the discussions it was the boys who dominated and articulated in the situation. The girls appeared to be more vulnerable in the experience at this time.

Throughout these sessions the sixth-formers were having to cope with their role as group leaders. They demonstrated a variety of styles, all more didactic than the teacher. The third-years saw them as authority figures.

What is significant in the evaluation of this small project is that it mimics, in miniature, the experience of the course at Green Park. Each of the sixth-formers placed more value and emphasis on their own participating experience within their sixth-form group than on the evaluation of their leadership role or on the experience of their third-year group.

SIXTH FORMER A

"I think that I have benefited a lot from the work that we have been doing. I have got more self-awareness. I have more understanding of people my own age in our sessions we were open and honest we had to pinpoint ways in which we would like to change, and recognition of these things is a big step towards actually changing them When I began to write this report I was not sure how much I was going to find, but I have realised, as I have been writing,

a lot of things that haven't come to mind before. At the start of the course I didn't realise how much I, as a person, would benefit. It has quite surprised me."

and

SIXTH FORMER B

"I also found that I was enjoying our sessions with Mary (the Swansea student) a lot more than I did those with the third-years. With Mary we gave a reaction and were able to express our feelings and to explain them. I found that my group (third-years) knew their feelings but were unable to express or explain them."

Both of these accounts echo elements which emerged in the earlier accounts. More personal learning took place than the learning of skills to help others learning. Sixth former A seems to have grasped the concept of "diagnosis as intervention" in practice and has articulated it as such.

What has happened to DGW now?

The Youth Service has been running its group-work training courses at Green Park for nine years now. No overall evaluation has been carried out as to the effect on youth work or tutorial practice. The courses continue because it is recognized that they have a value in the personal and social learning of the course members and this is seen as an important component in becoming more effective in youth work practice. The Training Centre appears now to consider that ATW, with its school context focus is more appropriate for teachers than DGW.

In what ways did the course change over the years? To what extent is Button's original training course model still

recognizable in the current course? How much Developmental Group Work is taking place in youth clubs and schools? Does it matter?

Appraisal

One of the trainers who was responsible for the introduction of Leslie Button to the area, did so because he was concerned by what he considered to be a lack of intervention skills on the part of youth workers. "They just stand around in clubs and just watch things happen." Youth workers were not trained to intervene.

When the courses were mounted in the area, they were instigated by the training team, as distinct from the youth officers. Their initiative, taken in something of isolation did not help the relationships between the two sets of officers which were already strained as a result of poor communication made worse by the fact that their offices were at least six miles away from each other. The officers felt that the trainers were taking decisions outside their remit. Comments about tails and dogs were made. The officers saw it as their responsibility to establish youth service policy and that it was the trainers responsibility to train to serve that policy. In effect the trainers were setting the style of youth work.

This scenario was frequently, in the mid-seventies, further complicated by clashes of personality, clashes of will, and naivety on the part of the trainers. One youth worker was the object of a tug-of-war between trainers and officers. The fact that the trainer had his own way may have set relationships back yet further and, for that matter, impede the progress of the innovation.

"Some of our naivety was about understanding strategies for bringing about change."

The trainers did not obtain the full consent or acceptance from the Youth Officer and when the trainers then suggested that the officers underwent a training course in order to understand what was happening "underneath them" they understandably perhaps met with opposition.

TRAINER

"Youth officers were reluctant but felt obliged - especially as it was going on underneath them. They needed to understand and we found difficulty telling people what it was about. They had to be involved in it. I'm not sure what that says."

I Why was it difficult?

TRAINER

Maybe we mystified it. I would have to admit that. Perhaps we created a fantasy about it We talked a lot about experiential training, that you couldn't understand it unless you experienced it. You couldn't talk about trust, you couldn't talk conceptually about it. You can't talk about emotions or feelings, you can't describe, explain them I'm not sure I believe all that. At the time I did.

I What shifts of emphasis occurred between its introduction to the time when you stopped being involved?

TRAINER

Some shift towards personal growth, I was more interested in personality development and change. DGW led me

personally into the group work and personal growth scene, encounter groups, gestalt, transactional analysis, co-counselling. I experienced all these techniques because I saw DGW drawing on them and I wanted to be more skilled in the techniques.

This trainer was at the time very interested in what he called a "personal pathology". But if Leslie Button was the single most influential figure in the establishment of this course then this trainer was fairly central in shifting the emphasis towards personal growth. He has now moved his position to more fully consider the environmental context. "We need to tackle structures where the power lies."

I It didn't seem, over the years, to make any major impact on practice in clubs. Why was that? That's where the innovation was aimed.

TRAINER

That's right. You've hit the nail on the head. That's why I think Leslie made a shift to schools - because he saw it was having no impact on practice in youth clubs.

I Why?

TRAINER

It's to do with the structure of youth clubs, the expectations of kids who go to youth clubs, the expectation of the public, management committees, LEA officers. Youth work still does not have an educational focus in the eyes of the youngsters or public.

Youth workers seem impotent. Do they have a right to intervene? Some people began to change their practice.

It was not supported, no structural change. There was certainly development in personal understanding. Youth workers were expected to operate with large numbers. Some small groups operated in a selected kind of way. We still find it difficult to clarify the educational role of the youth worker. Leslie came to this conclusion and saw schools as having other possibilities. The developing pastoral systems as being potential users of this approach. If a youth worker wants to be an educationist he very much has to do it on the kids terms In schools of course its different."

It was during this period in the mid-seventies that Button began to be involved in schools, in Lancashire in particular as we know, and he received a major grant from the Leverhulme Trust to take DGW into schools. In negotiating with local education authorities, Leslie Button's strategy was to "go to the top". His strategy with the youth service had showed that this was necessary. The youth service trainers arranged, in Bucks, for Button to meet the Chief Adviser. The C.A.'s response was rigorous. He wanted to know what Action Research meant. If there was research there must be data and findings, where was it? He was not interested in anecdotes. The initiative in schools in Bucks to introduce DGW was not taken. Leslie Button, from that point, withdrew from the county. DGW still continues, in its every-changing form as the main plank of youth-service training. Structurally, little else in clubs has changed as a result.

In the regional set-up, in Berks and Oxon, less and less was happening. Bucks continues, and it's part of the legacy of DGW

that underpins much of the on-going development of ATW in the county.

TRAINER

"The disadvantage of DGW is the personal association with Leslie. If it is associated with some organisation or institutional framework there is more likelihood of success. There was a degree of resentment and suspicion about personal motivation.

I And what criticisms do you now hold of the work?

TRAINER

The dilemma in focusing on individuals is that it suggests if "you" change then society will change. That is part of the dishonesty that underlines the social and life skills training for the unemployed. If you do this course then you will get a job. That's dishonest when there are no jobs. Getting yourself right is not the only answer. Not enough attention on the environment that constructs our lives. In the youth service there was plenty of personal change but no structural change.

Where ATW is operating in the more structurally formal setting, school provides a more rigorous framework as a learning environment, without the merit of negotiating fundamentally with kids - no negotiation over change over school structure."

The meeting with Button and the Advisers and Officers ended with the suggestion that more tangible evidence of the work could be seen in Lancashire, a suggestion that was taken up some twelve months later when LEA officers went to see work taking place in schools in Lancashire. It was at this point that an adviser

was appointed to Bucks, with knowledge of and an interest in Active Tutorial Work and this area was added to his list of responsibilities. This adviser has since been responsible for establishing the dissemination strategy for ATW, through training courses and local support groups, as shown in the next chapter.

The "Training in Group Work" course continues to be the main youth service part-time training course, its focus drawn more towards the context of informal group work in youth clubs, and less towards schools.

CHAPTER X

Active Tutorial Work - A Training Strategy in Bucks C.C.

At the time of writing, Autumn 1983, the County's strategy for the introduction of Active Tutorial Work in schools was as developed as the authority would want to see it. The provision of training opportunities for teachers with a skeletal framework of continuing support was what was established. As we shall see later in the chapter, however, it is not what was envisaged by the ATW Development Team - as they are now called.

Jill Baldwin had made visits to schools in Bucks, at the invitation of individual schools who, by one means or another, had learned about ATW and the support that Jill Baldwin was able to give, usually in the form of one-day training days. Others had obtained the ATW publications and wished to know more about their use.

In May 1981 Jill Baldwin was invited to lead a 3-day residential course at Green Park, for teachers in secondary schools in Bucks. This was a development from the usual strategy of providing one-day courses: (The ATW development team now mount a course for local authorities which consists of three 2-day training courses, making 6 days in all.) The invitation came from Peter Wenham, the adviser for the humanities who had taken an interest in ATW. Presumably the course had the approval of the County Chief Adviser and that approval had been given for whatever developments might take place following the course.

Jill Baldwin and Andy Smith acted as course directors and were supported by group tutors, whose role was to lead discussion groups at various stages through the course. The group tutors

included Jean Pistell, the Youth Service Training Officer at Green Park, and of the 5 tutors, three had had experience of DGW through the Youth Service.

At a pre-course planning meeting, Jill Baldwin presented her specific objectives and aims which were

"To provide an opportunity to

- a) Explore methods of working with pupils in tutorial periods, to achieve social and personal objectives.
- b) Examine skills required for effective tutorial work (on the part of the tutor).
- c) Discuss the aims and objectives of the materials and establish strategies for their adoption in school.
- d) Re-appraise personal and professional skills."

Compared with the aims of the Group Work training courses, these aims represent an almost total emphasis on methods and techniques for teachers. In (a), as we have seen in the chapter discussing ATW materials, the "social and personal objectives" are those that are held by the teacher for pupils. Given the established objectives - as listed in the ATW books - the aim here is to explore the methods in the tutorial classroom by which they are achieved. If (a) concentrates on the use of ATW materials and organisation it is difficult to establish what (b) means. Are the skills referred to here the ones that most effectively organise the use of ATW materials, or are they to do with personal and social education? What is clear, from this set of aims taken as a whole, is the emphasis on the strategies for a school and tutor group, and less on small group work aims. Presumably (d) is linked to (b) in the sense that the teacher's own personal skills would be required to carry out more effective work in tutorial. In the

event, the personal skills dimension was left to individuals to assimilate through their participation in the various exercises. The "professional" skills had constant reference made to them, and the tenor of the course was very much on management of ATW methods in the classroom. In many respects the work on the course focused very much on classroom technique, but the material was subordinate. In other words much of what was covered had application to many other parts of the curriculum, and, in the event, many teachers on the course were expressing their intentions to try things out in their own subject lessons.

There were over forty participants on the course, made up of secondary school teachers and health education officers. The presence of health workers signals the involvement of the Health Education Council, under whose aegis Jill Baldwin is currently working. The local authority paid for its teachers, but Jill Baldwin is paid by HEC. The Area Health Education Officer, representing the Bucks Area Health Authority offered the explanation that "health" was being interpreted very widely these days, that the Health Service saw great value in ATW, wished to be identified with it, were prepared to offer help and services wherever possible and wanted health visitors to be involved in the training programme. The teachers on the course came from all parts of the County and so there were course members who taught in comprehensive schools, grammar and secondary modern schools. Many had "volunteered" and many were "sent". A wide variety of school responsibility/status was represented. There was a number of deputy-heads, and scale one form tutors, but the main responsibility represented was that of head of house or year.

Teachers had come on the course for a variety of reasons. Some had been on the Youth Service training course, "Training in Group Work" and wished to reinforce their learning, and learn more about the application of group-work skills and methods in the classroom; in this group most of the teachers had come on an individual basis. Other course members had read or seen copies of Active Tutorial Work books and wanted to know more about how to use them. Most members were there in a "representative" way - their school was contemplating the introduction of a tutorial period; or they were in the process of re-organising their pastoral structure; or the head felt that this was an area in the school that needed development; or that they themselves had the responsibility for implementing some kind of tutorial programme and saw part of the answer, if not all of it, in ATW. A wide range of attitudes prevailed in the minds of members prior to and at the beginning of the course. Ranging from curiosity to total reticence; from doubt and scepticism to missionary zeal; from the search for a panacea to cautious pessimism.

The programme worked through plenary and small-group sessions. The plenary sessions were mostly workshop sessions where activities were introduced and undertaken. The course directors were able to steer a line that took in the kinds of learning that each of the activities could engender, at the level of the participating adults, and at the same time pointing out how the activity was actually being carried out, that is, looking at its implementation in the classroom. The workshop sessions worked at the level of the whole course group, though most activities were undertaken in pairs or at small group level. The group sessions punctuated the course and gave members the opportunity to reflect on the plenary

sessions, explore issues in more depth in the small group, share experiences and expertise and plan practical strategies for implementation in schools. The sessions were numerous and the day was long, finishing in the evening at 9.30 p.m.

In carrying out a review of expectations and objectives before and after the course it is interesting to look at the movement that took place. Without a doubt, the course had an impact on most of the course members, not all of it positive. Many were certainly impressed by the charismatic style of Jill herself.

This information is taken from questionnaires given to all the members of the course at the very beginning and end of the course. Follow-up interviews and a questionnaire provided information used later in the chapter.

The most consistently expressed expectation or objective was that individual teachers wished to come on the course to learn something which would be of immediate benefit to them, specifically in the nature of their work in the classroom, in tutorial periods, or in running a pastoral team. Expectations amongst this group of course members included raising skill levels, exploring strategies in practical and organisational ways for implementing ATW materials. For some this was expressed within the context of working with their own tutor group in tutorial periods, to improve the quality of their tutorial work. For others who had the responsibility for leading a team, their objectives were also related to strategies for training all or some of the staff in their teams, in addition to gaining personal experience.

In the BEFORE picture in the diagram overleaf this is quite

APPLICATION OF ATW EXPRESSED BY PARTICIPANTS	(COURSE PARTICIPANTS)		(COLLEAGUES IN SCHOOL)		(STUDENTS)	
	Personal learning and insights for teacher	Professional skills and strategies for teacher	Training and practice of all staff as tutors	Co-operation and recruitment of some interested colleagues	Suitable for all students	Suitable only for some students
<u>BEFORE</u> the course (expectations, desires wishes, needs, etc.) (21 replies)	10% of total (2 replies)	90% (19)	24% (5)	14% (3)	14% (3)	24% (5)
			(13 replies did not specify)		(13 replies did not specify)	
<u>AFTER</u> the course (outcomes, realisations, intentions, etc.) (23 replies)	30% (7 replies)	70% (17)	13% (3)	52% (12)	9% (2)	52% (12)
			(8 replies did not specify)		(9 replies did not specify)	
	1	2	3	4	5	6

Fig. 9 Expectations and Outcomes

clearly represented in the number of teachers looking to develop skills and strategies, professionally. What is worth noting here, I think, is that this was expressed strongly, qualitatively as well as quantitatively, but no strong message appeared in columns 3-6.

The AFTER picture shows a marked development. Reassuringly, perhaps, for the course organisers, a large number of teachers had their expectations met in terms of acquiring those skills and strategies. In column 1 there is a significant number who felt that they had also undergone personal learning; again I am using the phrase "personal learning" to refer to learning about the self. This might be considered surprising given that this was more of an implicit aim of the course rather than explicit, it might also be something to do with the inherent nature of the activities and the participation of the course members in them. The personal and social processes involved in the use of the materials, were still enough to generate personal learning at the adult level in addition to the more "professional" learning of skills and strategies. Compared with the DGW course, Training in Group Work, this seems to represent a swing or emphasis in the other direction.

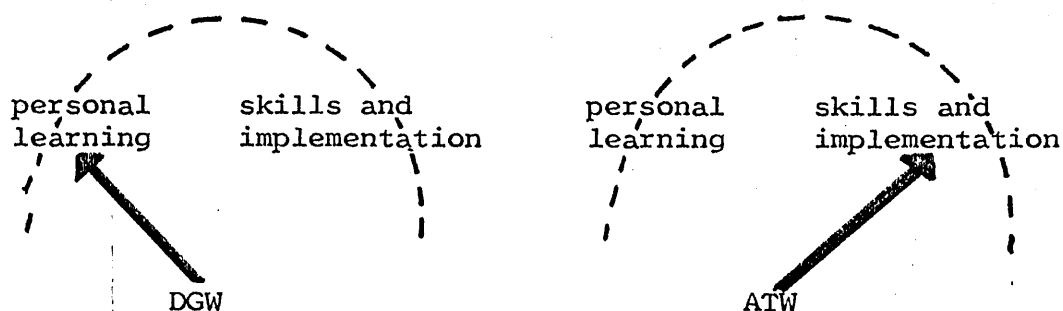


Fig. 10 Learning Focus

Another feature which emerges is the determination and enthusiasm to involve others, share the learning experience. The intention to involve others though is specifically restricted by many course members to "some" colleagues, those who are willing and keen to be involved, or those for whom there was a specific responsibility. In the first instance, these teachers wished to experiment with what they had learned on a personal teaching basis and intended to gain some experience themselves. Significantly perhaps also was that many teachers felt that this should not be aimed at all students, for a number of reasons. Some felt that their school could not afford the time away from the pursuit of academic achievement. Some felt that younger students would learn at too superficial a level, others that the learning that was provoked might be too personal or emotional in nature, and yet others felt that it should be voluntary and not imposed as a school-wide strategy.

In terms of the impact of the course on the course members, what emerges is a strong picture of people being quite affected by their learning on the course. For some this was expressed in terms of gratitude and euphoria. For some, this euphoria was tempered by an awareness of some of the problems they would face attendant upon introducing an innovation into school. Certainly 22 of the course participants who had expressed their enthusiasm for what they had learned had very differing views of the prospect of what they would do, ranging from wishing to carry out ambitious plans to being daunted by the obstacles that they envisaged would stand in their way. A different 7 participants had expressed their response to the course in less euphoric terms

and envisaged a more moderate, realistic level of development in their schools. What was characteristic of this course, as opposed to the group-work courses, was that the professional application, in schools, was pre-eminent in the minds of the participants, their concern being mainly to do with convincing other colleagues or influencing a change in policy. It is ironic perhaps that these difficulties exist less in youth work where the youth worker can have the scope to be more self-determining, less bound by institutional constraints in the nature of complex social structures of staffing. The youth workers' problems may well be that very isolation together with the voluntary nature of young people's attendance.

At the end of the ATW all the course members were asked to indicate their intentions in the form of long and short-term objectives and strategies. One of the elements of their strategy was to consider the way that they would go about the task of introducing the innovation into their schools.

Two of the participants who had developed ambitious plans for implementation had started the course in positions of scepticism and resistance. Nine participants, very enthusiastic, felt daunted by the prospect of introducing ATW in their schools. Given the reticent nature of some of the course members, and given their own positive experience it is curious that their own expressed delight in their own learning can be intimidated by the prospect of asking colleagues to undertake similar learning. I feel that the major difficulty of a training strategy is here. The problems of in-school in-service training are complex and seem more complex to the person who has to take some responsibility or initiative in this area. The prospect of being demoralised by

the response of colleagues may well be enough to stifle an initiative at birth. Jill Baldwin's charismatic style may be counter-productive here. Teachers who are happy to be on the receiving end of effective teaching may be daunted by the prospect of trying to emulate it.

There is an inherent difficulty in the nature of the hierarchical relationships which exist in most schools, generally status-bound, and one which Martin Shipman referred to in his account of the Keele Integrated Studies Project. The participating teachers in the Keele Project valued the conferences, meetings and the residential experiences. Support networks were created, linking together the participants on the project. These teachers too expressed an enthusiasm for the project, at their participant level, which was not reflected in their anticipation of implementation in school where practical organisational and relationship obstacles barred the way. A similar climate and structure for support was established on the ATW course, and there were similar misgivings about implementation.

The question of status seems to work in both directions. Teachers who felt themselves to be in positions of little influence within their schools spoke of the difficulties of convincing the head, the deputy-head, the head of house, whatever, and wishing to get support actively "from the top". Teachers who were in authority positions, with a responsibility to carry out some work spoke of the problems of "top-down" work with teams of people who resented the imposition of "top-down" initiatives. All the comments of this nature reflected a generally unreceptive climate for change and training in schools. Most schools did not have a policy for curriculum change and in-service policies.

1. In evaluating the outcome of the Keele Project, Bolam, the project director felt "You cannot just introduce materials - you need also to train teachers, and that is also not enough." It is "organisation" and "attitudes" that take longer to change. The course in May concentrated on the primary levels of materials, content and methods, with less consideration on organisation and attitudes. But it is also a matter of expectations and school policy.

TEACHER A

"On top of my original expectations (I had no need to be convinced) I have also learnt a great deal about my own personality and how to come to terms with its faults both socially and specifically in terms of teaching ATW. With sufficient confidence (both in self and ATW) I now feel that any teacher is able to achieve ATW effectively and I have changed my opinion about my future role at school - I will no longer assess teachers as 1) Those willing and capable of teaching ATW and therefore willing to discuss it and 2) The reverse, but now hope to include all teaching staff in 'discussion', 'convincing', and 'training' for ATW."

- Teacher A's inverted commas and underlinings.

This response highlights an interesting issue. Does the teacher gain the confidence to carry out ATW by taking part in personal confidence-building activity; or does the confidence come from practice and competence in the practical skills? Does the acquisition of practical skills in itself produce the requisite attitude change? The self-confidence could emerge indirectly, as a result of the competent performance of the skills.

Apart from wondering what this teacher meant by "teaching ATW", the thing that I want to comment on is the matter of "confidence". Jean Pistell frequently refers to "confidence" as a cornerstone of the Training in Group Work Course, and the theme is echoed in the comments of Teacher B who wanted to know,

TEACHER B

"How to help colleagues who are used to having their classes in desks all the time, how to give them enough confidence to start some of these activities."

The same response could be given to Teacher B as to Teacher A. The confidence could come from deliberately trying to build it - at a personal level, or it could come from giving the skills necessary to carry out the work with students.

I suspect that the word is being used differently in different cases; from the taking of risks with experiential learning to the taking on of peer colleagues in training; from security of competent individual performance to a strong conviction about the underpinning philosophy and rationale.

One teacher left the end of the ATW course with an allied concern.

TEACHER C

"I would have appreciated a little more advice on how to cope with the problems I am sure will arise with dealing with groups of children as distinct from groups of co-operative? adults."

- Teacher C's question mark and underlining.

I think this teacher was far from keen to attend the course and the question-mark is a mark of resentful acquiescence. The

teacher concerned I think is suggesting that school students, less constrained socially by adult inhibition, will actively opt out of such activities if they felt like it. Adults, in the climate of a course, are perhaps less free to do so. It may well be that "seeds of innovation" will fall on stony ground of barren students, but equally the seeds may be contaminated in the hands of the sower or one with no conviction about the crop.

TEACHER D

"I wanted to learn 'jargon' for selective use at interviews"

and later

TEACHER D

"The course was very interesting and of considerably more use than I expected. I would have had little chance of using it in my present school because of no time availability. Unless used as occasional 'fill-in' (obviously not 'ideal'). However, in my new situation (Boarding School) I will use it extensively (I hope). I found the games of most use and would like to see more of them in practice as I find the evaluation of game strategy and tactics with groups roles very valuable. A most constructive course - I found the self-analysis it engendered revealing."

In the centre-periphery model of diffusion, where the centre is the charismatic energetic figure inspiring adherents at the periphery, one could argue that there ought to be a large measure of product control over the innovation. Here at Green Park, the shifted centre, was the writer and organiser of the innovation

and its diffusion, apparently not exercising a narrow range of control over deviants. Button was clear about his programme, but also clear about accepting a wide margin of deviance. Given the published nature of ATW, and subsequent immediate loss of control, one supposes that the ATW team hold the similar position. Interestingly the books featured very little as artefacts on the ATW course though much of the material used on the course was culled from them. I say "interestingly" because the use of the books, in their programmed sequence may have been more prescriptive about future use. Perhaps the team thought that that would be too mechanistic. The conflict that the ATW team faces, therefore, is between a mechanistic interpretation of the work and an increased loss of control of the nature of implementation.

The Keele Integrated Studies Project never set out to be anything else but eclectic in its approach to formulating the project. Seeking ideas and opinions from the participants before preparing the materials, it then watched as the participants interpreted and used the materials in diverse ways. Even the cornerstone of the whole project - integration - came in for a variety of permutations ranging from teams of eight teachers to one teacher who integrated all the "subjects" within himself. No wonder that someone asked,

"Haven't any of you from Keele taught in a junior school?"

I assume that what lay behind this comment was the belief that junior school teachers had long been working in integrated ways, and that what was being proposed was nothing new.

The ATW materials, as we saw earlier, do have a rationale behind their sequential ordering of content and activity, suggesting a more prescriptive use of materials than the Keele project. But is the ATW team happy that any use is better than none? To a large extent, the ATW team do not closely monitor the progress of work following a training course. Until recently, with the establishment of an Advanced ATW course focusing on LEA and school strategies, (more of which shortly) all follow-up was left in the hands of the advisers, the people responsible for convening the course and the course members.

TEACHER E

"I know the hierarchy of the school are very keen on this - but I don't put too high a value on that since they're always taking up what they thinks is the latest thing and then delegating it out of sight. I'm not worried about my years form tutors either. They are either a) tough-minded but respect me enough to accept if it I think its good (trust my judgement),
b) rather awkward but can be manipulated or, in the last analysis, bullied into it.
a) I shall sit down and think it out.
b) I shall then explain one item at a year meeting.
c) I shall introduce the idea in a year meeting.
d) I shall get the form tutors to follow it through - taking on one form myself.
e) I shall get some pupils to report back in a year assembly (hopefully helping year cohesion)."

The assumption that the steam roller will have its way, no matter what the obstacle, may be justified or not within the context of

that particular teacher and school, but hesitation was more the rule.

TEACHER F

"The practicability of much of what we have done presents greater problems, and the ever present reluctance of school colleagues to accept the virtue of the course, or even aspects of the course, adds to the problems I can see ahead. I shall recommend that no fully worked out scheme be adopted from next September for all form-tutors in the school because I can see the dangers of colleagues not being aware of objectives, being skilled in directing, being convinced and enthusiastic enough to carry the pupils and in not having sufficient materials to make it successful."

This enthusiastic but cautious response was fairly representative. It also highlights another issue which may or may not be an imponderable. Many teachers wanted to learn strategies for implementing the innovation in their school. The course directors, having full control of the programme were able to be explicit about the implementation of the programme. But their control stops at the school gates and they recognize that each school is different and has control, to a large extent, over its own curriculum and curriculum style. To that end then they asked teachers to reflect on their own situation and devise a strategy for introduction of ATW in their situation. Although there was some general exchange on the course about different experiences, my impression was that this was asking too much of the course members. Course members wanted to know more about how to innovate in their own schools. What was the best way? Was it

a good idea to do a blanket introduction? Was it preferable to introduce it at the bottom and let it work its way up? Was it better only to work with volunteer teachers? All this is based on the assumption that there would be a level of acceptance and encouragement. It was enough for many members on the course to learn about the actual materials and methods and gain confidence in putting them into practice on a personal level, without having the daunting complication and responsibility of introducing it within their institution. A diagnosis of their own school situation did often pave the way for excited intentions, but more often it appeared to be intimidating, usually on the level of personal interaction of teachers.

It may be that the ATW team's development strategy was asking too much of itself in attempting to introduce what one might call primary training for individuals in methods and materials and expect an education authority to provide a training infra-structure, training extension support, institutional diagnosis and consideration of innovation strategy. In 1983, the development team received another injection of financial support from the HEC and this has made an impact on the strategy - and I shall return to this at the end of the chapter.

To return to the course members, and their frame of mind, it was interesting to note that many of the teachers felt that they had stumbled upon something good and worthwhile and that it ought not to be wasted by scattering it on the stony ground of the staff-room. It certainly reveals something about perception and morale among teaching colleagues.

TEACHER G

"I have found the three days a wonderful experience, especially the attitude and enthusiasm of the director and tutors, and the reward of working with such sensitive and kind fellow-teachers. It is grand to work in the pressure of such a dedicated group. My expectations have been realised - and of course I feel guilty as always after courses.

Introduction to staff. In co-operation with my two colleagues (present on the course) after very careful planning, adopted with really interested colleagues - perhaps two classes to start with. I naturally want to try this myself and will probably involve myself with one particular form for starters."

This gentleman, in his late fifties, seemed to embody the "dream image" in the optimistic but cautious approach. I would certainly interpret that he wanted to protect the innovation process from potential failure.

TEACHER H

"I shall now return to my school and not attempt to sell the whole idea with great panache and enthusiasm. I shall report back, and discuss the whole subject, and gradually formulate at least some enterprise to ease the school into a) an awareness of the obvious gap in the educational diet at school and b) an awareness that there are simple activities which can fill tutorial time which can be of direct advantage to the youngsters."

The underlining of simple was the teacher's stressing of the importance of not offering activities that were too threatening

for teachers to undertake. By setting the sights lower, but at the same time responding to an identified need, there was perhaps a more realistic hope of making some headway. But would it still be the same innovation?

TEACHER I

"Full of enthusiasm personally, but is my enthusiasm because of my own experiences on the course and would it survive the practical problems of my own work-load and the possible hostility in certain quarters (which may be unfounded)? I would like future support within the school situation to demonstrate to interested members of staff. As Deputy-head will staff feel obliged to use it? - they see it as a directive - and misuse it.

I would want a period to think critically of what I have learnt and sort out my own feelings rather than go at it (bull in a china shop) which I am inclined to do when fired with enthusiasm."

House implies that teachers belong to the "household" school of dissemination. Innovations that occur within schools belong to the "rural" model of diffusion by mouth-to-mouth communication. The "urban" model, working through a communication network of administrators and not facilitating horizontal communication between teachers in different schools, means that an innovation may be unable to make effective headway through the social organisation of their schools, or would they find hierarchical distinctions a barrier, acting as positive agents on behalf of the innovation.

The course was followed up by an evening meeting, six weeks later, when course members were asked to report back on the way in which they had introduced ATW into their school, and what strategy, if any, had been formulated for development. The LEA's advisory service "convened" the meeting. Well over thirty of the participants attended, and most of the absentees sent their apologies. The high level of attendance may have been due to the consultation process through which the participants had expressed their wish for such a meeting. At the end of the evening there was a similar consultation about further developments. The decision was taken to set up support groups within each of the administrative divisions of the County. Each area group would then determine its own aims, procedures and meeting schedule. This formal arrangement was augmented by a number of "private arrangements" made between teachers to act as outside consultants for each other - an indication I feel, amongst other things, of the insecurity of the insider. Many staff on the course expressed apprehension and discomfort in anticipating how they may be able to conduct in-school training sessions with their peers; they felt much more comfortable and less vulnerable using outside consultants. Perhaps one thing that the course had also achieved was to facilitate the horizontal communication between teachers in separate units, to which House had referred. The LEA looked benevolently on all emergent schemes.

Appraisal of the Course - A trainer's point of view

The trainer in this instance, acting as a tutor on the ATW course, was the person also responsible for directing the group-work course and her comments reflect a particular emphasis and

interpretation. Nevertheless, they may be a useful foil against which to set some distinctive features. Her comments are drawn from a taped interview.

The trainer saw the course, and ATW, as very mechanistic and superficial. Her view of the group worker was that they "should be in the driving-seat, but not a forward driving seat. There's no way that the worker says that this is what we'll do today - get on with it. They've got to be a gentle enabler and that is a highly-skilled thing to do."

The kind of group-worker course member of this kind of calibre was rare - usually one out of every course of some 25-30 members. But this was offset again by the realistic view.

"Anyone who comes on this course is working with young people anyway."

Perhaps ATW represented this end of that depth-surface continuum

"ATW is being done, without being developmental. I don't see it as being different (from DGW) other than its very much in less depth As far as teachers are concerned they will certainly be more effective with their work as a result of the course. The skills of the teacher have got to be as great, if not greater than those of the group worker in that they've got so many more people to be aware of, as they are put through various exercises.....

One of my greater concerns is that it becomes something they put the kids through there is so much discussion that should come from exercises, that I think is almost impossible to get with a large group. If you divide your

group into smaller groups how on earth do you control what is going on, or how aware are you of what goes on in the individual groups."

In further discussion of the word, "control" is more a registering of the fear of setting off deeper emotionally-disruptive responses, rather than a symbol of wishing to specifically channel the direction of the experience.

"Another concern is the way that it is started. It's being started in some schools as a one or two-day training exercise which is imposed on the whole of the staff because the whole of the staff will now start ATW on the 1st September, and there are many staff who don't wish to know."

"It was put over like a game. I think it was a set of games that was offered. It was a set of games because there was no discussion afterwards, which greatly concerned me."

Dissemination, Development and LEA Strategy

The area groups which were set up to support the development of ATW in the areas of the county had little in the way of tangible support. No financial support was given, and the responsibility of any further training was left in the hands of the area groups. During the two years following the course, the area groups continued to meet, but the meetings were sporadic and developed in different ways.

For example, the group meeting in the south of the County met infrequently but with a small regular core of attendance. Their activities mostly centred around discussion of training experiences and problems of introduction in their schools.

The group meeting in the north of the County met each half-term, and though the attendance at some of the early sessions was good, including teachers from schools who had not attended the course, it tailed off. The organisers found it difficult to take on the task of

- a) supporting the original teachers in their task of introducing the innovation in their schools
- b) increasing the repertoire of methods, techniques and use of materials of the original teachers
- c) introducing new teachers to ATW, from initial explanations and introductory activities
- d) giving teachers, with a responsibility for training others, the opportunity to practise techniques of training with the area group,

all at the same time. These intentions were seen as conflicting, with the result that there were problems in reconciling the conflicting expectations, and a dwindling of attendance.

At the same time, schools in the north of the County, were embarking upon strategies for establishing tutorial programmes and an Active Tutorial Work content, and, as a result, mounted school-focused training programmes.

In September 1983, the ATW development team mounted a one-week course, at Lancaster, which was an Advanced ATW course, aimed at developing strategies for introducing ATW into schools and LEAs. The course assumed a level of experience with the use of ATW in schools.

What emerged, out of the pool of shared experiences of the Advanced course members, who came from all parts of the country,

was a number of suggested strategies being employed to sustain the development of ATW within their LEAs. They included the following:-

- 1) The appointment of advisers with specific responsibility in Personal and Social Education
- 2) A structured training provision to train trainers
- 3) Generous provision of supply teachers to cover staff away on courses, and to cover teachers who are involved as trainers on courses
- 4) Travelling expenses and plentiful resources
- 5) Secondment of teachers
- 6) Further professional training for practising teachers
- 7) Time off in lieu for teachers involved in training or advising others
- 8) A strategy for providing information and presentations for schools who want it
- 9) Effective communication to the right person in schools
- 10) Strategies for discerning between school-based objectives focusing on individual school needs and the provision, say, of centre-based training of individual teachers
- 11) Initial-training courses - repeated as necessary
- 12) Co-ordination of existing skills and experience to the benefit of a wider audience
- 13) The establishment of a more fully-developed rationale and philosophy - with a view to presentation to school colleagues, heads, pastoral teams, officers, etc.
- 14) In-county forum for debate about innovation strategies in schools

- 15) Consideration of how "on the job" training and appraisal can be made more effective.

I feel that two significant features emerge here in the maintenance of the impetus in the dissemination of an innovation.

Firstly, the position of the LEA appears crucial, in aiding the life of an innovation. If an innovation dissemination strategy works through, say, the advisory service of an LEA, one may make the assumption that the innovation has the approval of the LEA, at least at one level. But what must an innovation do to gain full approval, acceptance and active support? One can imagine the LEA adopting a stance which allows "market forces" to determine how valuable or valid an innovation may be. And in an authority, like Bucks, which tends to be not too prescriptive in directing the content and style of the curriculum in schools, there may be considerable reticence in appearing to dictate policy through active financial support of specific innovations. But having made the decision to give approval in the first instance by funding the initial residential course the authority will presumably have asked itself whether it needs to make any further investments in that area. My interpretation, in the case of Bucks C.C. is that the authority were prepared to offer initial support, but thereafter left the innovation to struggle and survive, if it would, in the harsh realities of an educational world, somewhat impoverished. What is clear, is that the authority does not make its strategy clear. In steering a course between over-prescription on the one hand and subsistence-level provision on the other, the authority left it to teachers in their areas to continue. This against a backcloth where teachers' centres have disappeared, supply cover

for teachers on courses is negligible and money for convening workshops almost non-existent.

Secondly, any LEA strategy for innovation dissemination will need to take account of the varying levels of need and demand and match them with what resources are available. The more in-depth it wishes to go, the wider it wishes to spread the net, the more time and money it will need to expend.

But there is a difference in elements of a dissemination strategy between providing teachers with training in the use of methods and materials which may be new to them and their introduction into schools, particularly, as is the case with ATW I would suggest, when there are implications for organisation and philosophy. For example one could not introduce ATW into tutorial periods, if there are no tutorial periods. In making decisions about whether it wishes to adopt an innovation, in part or in whole, a school would need to ask itself two broad sets of questions.

Firstly - what is it that they would be taking on? We have seen that in the case of ATW and DGW that this can be a difficult task. The feeling exists amongst the members of the course that to offer passive explanations does not do enough justice to the quality of their product and they would seek an opportunity to demonstrate through a participatory experience. Realistically, of course, in fashioning a dissemination strategy that works "through the top" then their consultation with advisers, education officers and head teachers should perhaps take on a different complexion.

Secondly, what are the implications for change within the institution, should the institution decide to adopt the

innovation? The most frequently heard phrase (heard by me) at the Advance Course in Lancaster was "paying lip-service". The biggest fear that teachers expressed was that their head teachers would give assent to the go-ahead for an introduction, but would do little to "rock the boat" in other ways in order to give the innovation something less than a rough ride. Certainly one training team working in a local authority would assist any interested school in making a diagnosis of its needs, and the arrangements it was prepared to make to accommodate a training programme. If, in the minds of the trainer, there was not a genuine preparedness to accommodate, or the school "was not ready", then the training team would withdraw until such time as they were.

Ray Bolam, carrying out an evaluative study of the ATW project on behalf of the HEC, borrowed a diagram from Joyce and Showers which depicts a relationship between components of training and levels of impact. At the time of writing this thesis, the report was not available for reading (the HEC had not seen it!) so I am unable to draw any more from it, or compare it with my own observations, but the diagram depicts the experience and suggests a response to need which is echoed in the experience in Bucks.

level of Impact components of training	AWARENESS	DETAILED KNOWLEDGE AND CONCEPTS	LEARNING PRINCIPLES AND SKILLS	APPLICATION TO THE JOB
PRESENTATION	✓	✓	✓	✓
MODELLING AND DEMONSTRATION		✓	✓	✓
PRACTICE IN A SIMULATED SETTING			✓	✓
PROVISION OF FEEDBACK ON PERFORMANCE				✓
ON THE JOB COACHING IN APPLICATION				✓

Fig. 11Construction of a training model

The ticks represent the training components that would be necessary to achieve the relevant level of impact. In a way they also represent broadly an investment of time.

If all that is needed is to raise the awareness of a group of people, then a single presentation, a talk, may be enough to achieve it. The suit is cut according to the cloth. If there is time only to make a presentation in an hour, then the nature of that presentation, of ATW in this case, would be different from a more in-depth and actively practical presentation. If at the other end of the continuum, a school wished to provide the

maximum support for application to the classroom then it would need to invest a commensurate amount of time and staffing support to provide "on the job" coaching. My view would be that most authorities and most schools would feel forced to stop at the level of learning principles and skills through practice in a simulated setting - the training course or in-service workshop in school. The more fundamental change, achieved by providing feedback and coaching appears less practical and poses further questions about how teachers have access to colleagues for mutual self-support.

For an innovation that requires more to sustain it than the provision of initial training, the in-authority and in-school dialogue needs to be started and opened if the innovation is not to walk out as quietly as it walked in.

REFERENCE

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